DOCUMENT RESUME

ED 134 341 PS 009 080

AUTHOR Colbert, Janice C.; And Others
TITLE Educational Services for Home Day Caregivers. Final Report.
INSTITUTION Roosevelt Univ., Chicago, Ill. Coll. of Education.
SPONS AGENCY Illinois State Board of Higher Education, Springfield.; Office of Education (DHEW), Washington, D.C. Div. of Higher Education Research.
REPORT NO RU-TR-12
PUB DATE 76
NOTE 220p.

EDRS PRICE MF-$0.83 HC-$11.37 Plus Postage.
DESCRIPTORS Adult Education; *Child Care Workers; Child Rearing; *Early Childhood Education; Educational Attitudes; Educational Objectives; Evaluation Methods; *Family Day Care; Instructional Materials; Instructional Materials Centers; Newsletters; Observation; *Parent Education; Program Descriptions; *Program Evaluation; *Project Training Methods; *Workshops
IDENTIFIERS Roosevelt University

ABSTRACT

The research project described in this report (Educational Services for Home Day Care Sub-Professionals) examines the education/training needs of a group of women who are licensed home day caregivers and who provide day care services to preschool children for a fee. This project represents an attempt undertaken by an urban university working in conjunction with a social service agency and with the support of state and federal funds to take a closer look at the practices of 18 day care homes in the Chicago area. Based upon this exploration and assessment, the goals of devising methods of supporting the positive aspects of the family day care home and of designing an appropriate course of training for the home day caregiver were implemented. Included are sections on selection of population and assessment of workshop needs, the Educational Training Services Program, research design, population characteristics, caregivers' evaluation of the training program and results and discussion of data analysis, including a discussion of attitudes toward childrearing, the Bown Self-Report Inventory, the cognitive test, naturalistic observations, and interviews. Appendices include forms, inventories, etc. used in the Project. (MS)

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FINAL REPORT: Educational Services for Home Day Caregivers

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Technical Report

Number 12

PS009080

Partially financed by the Higher Education Act of 1965, Title I: Community Service and Continuing Education, U.S. Office of Education, through the Illinois Board of Higher Education.

FOREWORD

The American family has received considerable attention from the media in the past decade. Not only are women with young children entering the labor market in record numbers, but at the Federal and State levels of government, concern has been expressed about how to provide and regulate services that are made available by the public to families with preschool children.

The Project described in this report provides information about the education/training needs of a group of women who provide day care services to preschool children for a fee. Day care is a significant industry in our country and will probably continue to grow in size as more women with young children enter the labor market. Unfortunately, relatively little is known about home day caregivers. This study addresses itself to this information gap by examining, in detail, a sample of women who are licensed home day caregivers.

The policy implications that obtain from this type of inquiry are important and should be of interest to Federal and State legislators as well as those who are engaged in early childhood education research and training activities. The report provides data that supports a rationale for increased Federal/State involvement and assistance in the development and maintenance of programs that provide education to women who provide day care services in their homes. The implications for research in this field and for professional education training programs are also significant and should be of interest to faculty associated with accredited

training programs in early childhood education.

This study has pioneered new ways of conceptualizing and examining the problems of women who provide home day care. Hopefully, more research studies, like this one, will contribute the information that is needed to better coordinate the delivery of services to preschool children who require them.

Robert H. Koff
Dean

ACKNOWLEDGEMENT

This study and training program could not have been conducted without the assistance and support of the many individuals whom we would like to take this opportunity to acknowledge. We are extremely grateful to our colleagues and friends in the Research and Development Center: Dr. Henrietta Schwartz supported us with funds from the Spencer Foundation, and much helpful advice and expertise; Don Cichon and George Olcon provided needed help in the areas of computer programming and statistical advice; Janet Witzel assisted in content analysis and transcription of the data; Rita Lenertz and Jura Jakstys patiently typed the many versions and pages of this final report; in addition, Jura Jakstys monitored budgetary records and Rita Lenertz typed and helped edit many preliminary documents connected with the project.

The successful operation of the training program was made possible by the following individuals: Shirley Epstein, Day Care Licensing Supervisor from the Department of Children and Family Services, who provided us with lists of day caregivers and enthusiastically welcomed our program; those who creatively provided child care services and thus enabled many women to attend our Saturday workshops -- Kay Cichon, Steve Kvaal, Debbie Martycz, Jacqueline Cerny, Caryn Kowalski, and Jeff Schwartz; and those who provided valuable consultant services -- Penny Levin, Mitch Piatek, Dr. Agnes Lattimer, and College of Education, Early Childhood Education Program Director, Dr. Yuri Tajima.

Funding of this project would not have been possible without the interest, support, and encouragement of Dean Robert Koff of the College of Education and Dr. Jacob Jennings, Director, Continuing Education and Community Services, Illinois Board of Higher Education.

Finally, we thank the home day caregivers who graciously allowed us to enter their homes to visit, observe and interview them, shared their knowledge of home day care with us, and enthusiastically attended our workshop program.

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I. Introduction

> "With more than 54 percent of young children with both parents or their only parent working fulltime, I am worried about the next generation if we proceed without decent care for these children."
>
> Senator Walter F. Mondale[1]

In the 1940's, World War II precipitated the movement of American women into the labor force. Since then, the pressing need for adequate day care services has been a subject of major concern to parents, women's organizations, schools and universities, social welfare and civic agencies and all levels of government, local, state, and federal. Although a good deal of attention has been given to certain aspects of this problem, such as the need to provide day care with a cognitive thrust for the economically disadvantaged child, there has still been no satisfactory overall solution developed at the state or federal level to the problem of caring for several million infants and preschool children of America's working parents.

With the development of federal and state programs, such as the Head Start and Model Cities day care programs, parents were offered some alternatives to the traditional nursery school or the privately supported day care facility, but even with these additional day care resources, the available facilities do not serve to meet the needs of the majority of parents looking for reliable childcare services. Furthermore, many federally supported programs place income restrictions upon parents who are

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[1]Quoted in the Daycare and Child Development Reports, Vol. 5, No. 2, February 2, 1976.

eligible to utilize the facility, and few, if any, funded centers are equipped to provide night or infant care.

As a result, working parents still tend to leave their small children with relatives or with a person who cares for children in her home for a small fee--the home of the family day caregiver. According to the H.E.W. Office of Child Development, about 90 percent of all day care service is provided through the informal home-based or "family day care" arrangement (Seefeldt and Dittman, 1973). It is difficult to obtain exact figures on the number of children being cared for in day care homes, since the non-licensed homes would be less likely to be reflected in the figures. The estimated figure of four million children being cared for in licensed and non-licensed homes[1] seems low in light of the reported ten million children now being raised in single family homes in the United States.[2]

Home day care is clearly an important service to working America, yet an examination of the literature reveals that little is known about it. The research project described in this report represents an attempt undertaken by an urban university working in conjunction with a social service agency and with the support of state, and federal funds to take a closer look at the practices of 18 day care homes in the Chicago area. Based upon this exploration and assessment, the goals of devising methods of supporting the positive aspects of the family day care home and of designing an appropriate course of training for the home day caregiver were implemented.

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[1]Figure presented to the House of Representatives Subcommittee on Select Education from the Child Welfare League of America, February, 1975.

[2]Cited in Daycare and Child Development Reports, Volume 5, No. 2, February 2, 1976.

This project, "Educational Services for Home Day Care Subprofessionals", was sponsored by the College of Education, Roosevelt University, and supported under a grant from Title I, the Illinois State Board of Higher Education. The project grew out of an exploratory study conducted in Fall, 1974, of five day care homes in the Chicago area. (Colbert and Enos, 1975). This earlier study was also sponsored by Roosevelt University, under a research grant from the Spencer Foundation.

Roosevelt University is a private, non-sectarian institution located in downtown Chicago. Historically, the College, formerly the Department of Education, has actively participated in programs concerned with meeting the needs of students who live and work in the metropolitan area. Roosevelt has been a leader in the development of programs in Early Childhood Education and since 1975 has offered an undergraduate program leading to a Bachelor of Arts in Education degree and to State certification for teaching in Early Childhood Education. A program of graduate studies will be introduced in the Fall, 1976, which will provide training in both teaching and administration in Early Childhood Education. Given this background, Roosevelt University was most uniquely suited to develop an educational services program for home day caregivers, which would not only increase their knowledge in the field of child development, but would broaden their awareness of themselves as members of the community of professionals engaged in childcare careers.

The co-directors of the project, Professors Janice Colbert and Marci Enos, are members of the Early Childhood Education faculty and of the Research and Development Center. The Project Research Assistants, Ms. Rocquelle Jeri and Ms. Linda Espinosa-Johansen, are graduate students of

the University of Chicago.

The success of the project was greatly facilitated by the cooperation of the Chicago Office of the Department of Children and Family Services (DCFS), a State of Illinois agency, which aided the project staff in contacting licensed family day caregivers in the Chicago metropolitan area. The DCFS has the task of licensing and supervising the operation of day care homes in the area and was very supportive of the goals of designing an educational program and providing supportive services for day care homes.

This report explicates the rationale, design and research findings of an extensive evaluation of the Educational Services for Home Day Caregivers Project. It also attempts to communicate to the reader the nature and flavor of the workshop program -- the enthusiasm generated and personal contact maintained -- in the description of that component of the project.

Rationale

> Because the self is not instinctive, but is developed as a process of experience, it is remarkably plastic, changeable, and possesses infinite capacity for growth and actualization. The main forces which shape the self are significant others. . . . It is difficult to overestimate the impact of significant others in the early environment in which the child finds himself.
>
> W. W. Purkey, 1970

Attempts to provide childcare outside of the natural family setting have resulted in a proliferation of day care or nursery school programs, from the traditional nursery school, usually supported by a church or private school, to privately owned day care centers, to programs supported, funded and supervised by governmental agencies. Approaches to day care vary from the predominantly custodial or "babysitting" approach to a carefully designed pedagogical approach. Representative of the latter is a major federal program launched in 1964 under H.E.W., Project Head Start. Project Head Start was a pedagogically-oriented program designed to serve a specific target population -- low income area, potentially educationally disadvantaged preschool children.

With Project Head Start came a greater awareness of the need for and feasibility of providing cognitive stimulation and enrichment for young children at all economic levels. Middle class children, whose parents could afford to send them to the traditional nursery schools have been receiving cognitive preschool preparation for several decades. A variety of state and federally funded programs were developed which focussed on other kinds of problems or populations, such as the non-English speaking child, the handicapped child, or the learning disabled preschool

child. Some programs had very specific pedagogical approaches such as the "Distar" program, a somewhat behaviorist approach aimed at developing reading and language skills, or the Piagetian and the Montessori approaches which emphasize the relationship of physical development, practice, and manipulation of real objects to the development of conceptualization in children. In some major cities such as Chicago, a few experimental parent-child centers and other preschool centers were operated in conjunction with certain district elementary schools. These centers aimed to help both the child and the parents, by involving the mothers in the preschool life of the child.

With all of these centers, there are still not enough to provide even basic care for more than a fraction of the children who need it. H.E.W. figures indicate that in 1974 only 1.3 million children were receiving some sort of organized preschool day care[1] and the funds for such programs have been decreased since that time.

The implication of these figures is that many children who might well benefit from the cognitive stimulation and social interaction and the physical care afforded by well-organized center programs do not receive it under these auspices, but must get such developmental benefits from their own homes or, in certain cases, they must get this boost from the day care home. The worst possibility is that they do not receive such stimulus at all and live their nursery years in a situation of low cognitive and developmental experiences.

Although a large percentage of children begin formal schooling having had just the home day care setting as the prior preschool background,

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[1]Figure cited by Eugenia Kemble in "Starting Off on the Right Foot," in the Changing Education Magazine of the American Federation of Teachers, March 1975.

few programs have been directed toward stimulating a cognitive component in the home day care setting or toward giving support of any kind to the network of day care homes. Until recently, home-based day care has operated in relative obscurity. Scholarly research concerned with early childhood settings and preschool education has tended to focus upon the structured center-based day care where children are grouped by ages and, typically, infants are excluded. In the home day care setting, there are fewer children and the age range may vary greatly. Licensed homes in the State of Illinois are allowed to accept infants as young as three weeks old. Age grouping and strict school-like settings are not as appropriate for day care homes which include infants.

Home-based day care has been thought to lack totally an educative component and has been considered just a form of babysitting, which, at its best, is simply clean and safe. In fact, home day care has tended to come to the attention of the public only when abuses have been found or a tragedy has occurred taking the lives of children. Past legislation dealing with home day care has focussed on providing constraints and safety regulations, rather than program development. Because of these factors, a notion, bordering on prejudice, has evolved that family day care is substandard care utilized mainly by poor minority families and other low income groups.

Center-based care, on the other hand, tends to be looked upon as having higher status and being, therefore, "better" for the child. It is true that the interest and support of the state and federal government in developing day care centers and specific approaches, such as Head Start, has given center-based day care nation-wide legitimacy, and it is also

true that center-based care tends to be theoretically easier to supervise with regard to safety, educational programs for children and staff training. However, there is a wide diversity of style, approach and quality of institutional day care centers, certainly among the privately operated centers and even among the federally supported, supposedly well-supervised centers.

A study conducted by the National Council of Jewish Women shows that the majority (62%) of the non-profit centers which the research team visited were only "Fair" (51%) to "Poor" (11%) in quality, with 38% rated "Good" or above. Privately owned centers were worse, with 35% judged to as "Fair" and 49% as "Poor" (Keyserling, 1972). Certainly, varying levels of quality may be observed in home day care as well, but the historical trend of funding agencies, colleges and universities has been to be interested in developing programs or conducting research mainly in the center-based day care setting and to ignore home-based day care. This, combined with the lack of any organized voice to speak for home day care, has tended to perpetuate what may well prove to be an unfounded stereotype of home day care, which is, ironically, the form of day care which is <u>most often used</u> in the United States today. Other research provides further data on the wide variation in the adequacy of care and education provided by day care centers (Fein and Clarke-Stewart, 1972).

In a study contrasting day care centers with family home life, Prescott and Jones (1971) point out that the day care center has been modeled after the traditional nursery school rather than the family home. Although the use of the school model facilitates training preschool children in school-adaptive behaviors, this format limits opportunities for these very young

children to be nurtured or physically comforted, to be emotionally expressive or to engage in the kinds of individualizing behaviors which Prescott observed in normal family living. The day care home, although it has been stigmatized by being called non-educative or custodial, is an easier setting in which to foster those behaviors, since it is basically a family setting.

Given the greater numbers of young children being cared for in the home day care arrangement and the belief that this setting can be beneficial for children, it seemed worthwhile to focus on investigating home day care and, if indicated, "beefing up" or devising support for the educative component of home day care. Certainly there would be observable differences in the quality of home day care--even between those settings which provided excellent physical and nurturant care, and certainly between those which were poor in providing care. The problem would be to find ways to evaluate the differences in home day care which were due mainly to style and personality effects, and those which were due to the lack of something valuable or needed by the children. Agreeing with Sale (1973,a; 1973,b) that "the key to quality has to do with the family day care mother herself," the project staff determined to focus upon the attitudes, activities and characteristics of the caregiver herself, as being the major source of socialization impact--cognitive, social and psychological--on the children during the day care hours. Any attempt to assess the day care setting or to change it, is likely to be ultimately concerned with focusing on those behaviors of the caregiver which are related to and have an impact upon children's development. For these reasons, the primary targets of project activity were the home day caregivers themselves.

Statement of Project Purposes

"Sometimes I worry whether I might be too dumb to do anything else."

A Home Day Caregiver with One Year of College

The initial investigations have made the authors aware of the multiple social service aspect of home day care. It serves the children by providing full-day or partial day care or night care. It enables mothers (and, in some cases, fathers) to be employed, knowing their children are cared for and it provides employment for groups of women who in many cases would otherwise be forced to work at unskilled, less fulfilling or less challenging jobs or, perhaps, could not work at all.

It was clearly with a positive feeling about the services provided by home day care and its potential to provide not only just basic physical care for children but to make an important contribution to their cognitive, social and psychological development that this project was undertaken. The project staff approached the exploration of home day care with curiosity about the nature of the qualities and socialization practices which might be found in this setting and with a hunch, supported by research literature and by an earlier exploratory study, that the day care home fostered many kinds of interactive behaviors which would be very beneficial to young children. Further, the project staff had reason to believe that there would be a great variety of awareness of and attention to the cognitive development of the children being cared for, but that many caregivers would be receptive to ways to improve this and other as-

pects of their care. The ultimate concern was to influence the amount and quality of cognitive preparation made available to the home day care children while continuing to support those other kinds of nurturant interactions which tend to be peculiar to home day care.

The broad objectives of the project were:

1. To locate a sample of subprofessional women employed as home day caregivers and identify their characteristics and activities as practiced in the ethnically mixed Chicago Metropolitan area.

2. To identify educational needs of this sample of home day caregivers.

3. To design an educational delivery system for subprofessionals employed in home day care.

4. To implement an educational delivery system by offering a training program for subprofessionals employed in home day care--thereby enhancing career opportunities for such women.

5. To assess the effects of this educational activity and to make recommendations pertaining to the feasibility of continued efforts.

The specific objectives of the Project Educational Services Training Program were:

1. To increase the caregivers' understanding and knowledge of child growth and development.

2. To increase the caregivers' understanding of the types and uses of activities and materials appropriate for young children.

3. To enhance the career awareness and occupational self-concept of the caregivers.

4. To provide a setting which enables day caregivers to exchange information and ideas among themselves.

Although the Project was designed to answer research questions about home day care and to provide appropriate training and services to a se-

lected group of day caregivers (women qualifying as "subprofessionals" under the terms of the funding agency), the Project also indirectly served the day care children and their parents by providing educational and psycho-social supports for the home day caregiver and materials for the day care home. Of further importance was the development of a model which proved effective in giving day caregivers more professional skills without displacing the expressive or nurturant aspect of the home day care setting. This training program was also useful in enhancing their career awareness and in providing the caregivers with effective avenues of communication with each other and with others interested in child care careers.

II. Implementation

Selection of Population and Assessment of Workshop Needs

A list of approximately 80 licensed family day caregivers in the Chicago area was secured from the City of Chicago Department of Children and Family Services. The names were submitted by the Director of Licensing and the licensing unit from the Department of Children and Family Services. These women were sent a letter of invitation designed by the Roosevelt University project staff. (See Appendix A). There appeared to be a concentration of women from the central and southern areas of the city in the first mailing list. Therefore, a second mailing list representing more licensed caregivers residing in the western and northern areas of the city was obtained. As a result of both mailing lists, twenty-four licensed family day caregivers volunteered to participate in the research and training program sponsored by Roosevelt University.

Subsequent to the orientation meeting, two caregivers terminated the project because of loss of day care children. One woman was unable to participate due to severe financial difficulties. Three other caregivers were unable to complete the training program because of illness. Therefore, 18 caregivers successfully completed the training program.

Needs Assessment

To assess the home day caregivers workshop needs, a preliminary interview was given in the caregivers homes by project staff. (See question #14, Part IV, Home Day Care Questionnaire.) The purpose of the needs assessment was to determine what equipment, skills, and ser-

vices were either desired or lacking by the family day caregiver. The participants were asked to identify both those toys they possessed and those toys they would like to see included in the toy lending library. Table 1 represents the percentage of caregivers who have those toys listed and the percentage who would like to have the same toys.

The television proved to be the most ubiquitous household item with 90% of caregivers reporting possessing one. Most caregivers had crayons, scissors, books, paints, clay, dolls, and animals. Color, sound, and touch discrimination toys were most frequently identified as desirable (61%). Many caregivers also wanted number games (44%), sandbox and tools (40%), pegs and pegboard (40%), and toy people (40%). Next in order of popularity were outdoor slides (33%), dressup clothes (33%), and toy household items (33%); then blocks (28%), rhyming games (28%), chalk (28%), doll houses (28%), and toy machines (28%).

In general, those toys and equipment that the caregivers identified as already possessing were least often listed as desirable for the toy lending library. The caregivers appeared to have an interest in both educational toys and games such as number games and sensory learning apparatus, as well as traditional equipment such as sandboxes, dolls and toy people.

During the orientation meeting held on December 13, 1975, the Family Day Care Project's two research assistants administered a task sheet which asked the caregivers to indicate which topics they were most interested in studying during the course of the training program. (See Appendix B). Table 2 represents the summary of the caregivers' preferences for workshop topics. Most day caregivers (61%) wanted to know

Table 1

Toys and Games Desired for Workshop

	I have	I would like to have
1. Large boxes	40%	11%
2. Saw horses	0	22%
3. Slide	6%	33%
4. Ropes	22%	17%
5. Tires	11%	22%
6. Inner tubes	11%	17%
7. Sand box and tools	6%	40%
8. Frisbees	11%	11%
9. Horse shoes	11%	17%
10. Crayons	67%	6%
11. Puzzles	33%	11%
12. Blocks	44%	28%
13. Scissors	50%	6%
14. Lego	40%	22%
15. Jacks	17%	11%
16. Paints	33%	6%
17. Books	50%	22%
18. Number games	17%	44%
19. Rhyming games	17%	28%
20. Records and phonograph	40%	17%
21. TV	90%	0
22. Color, sound and touch discrimination toys	17%	61%

Table 1 (Cont.)

	I have	I would like to have
23. Pegs and pegboard	17%	40%
24. Paints.	50%	17%
25. Tempera	28%	6%
26. Clay.	50%	11%
27. Chalk	33%	28%

more about their own role as a home day caregiver. Parent-caregiver relationships and discipline were listed by more than half the caregivers (56%) as topics they wanted to have covered. Art and music activities, the preschool child, and developing school skills were topics listed by 44% of the caregivers. A workshop devoted to child development was desired by 39% of the caregivers. None of the caregivers expressed an interest in the topic, the school-aged child.

Table 2

Topics Desired for Workshop

1.	The Role of the Caregiver	61%
2.	Child Health and Nutrition	33%
3.	Emergency Health Care	33%
4.	Child Development	39%
5.	Emotional Problems of Children	33%
6.	Child Abuse and Neglect	11%
7.	Intellectual Development of Children	11%
8.	Language Development	22%
9.	Parent - Caregiver Relationships	56%
10.	Planning Day Care Routines	33%
11.	Business Operations	22%
12.	Art and Music Activities for Young Children	44%
13.	Infant Care	22%
14.	Care of Toddler and Runabout Children	33%
15.	The Preschool Child (three to five)	44%
16.	The School-aged Child	0
17.	Discipline	56%
18.	Developing School Skills	44%
	reading readiness	17%
	science concepts	17%
	number concepts	11%
19.	Personal Growth and Career Development	22%

The Educational Services Training Program

The "Implementation Phase" of the project covered the period between November 1, 1975 and May 22, 1976. This phase of the workshop involved the development of the training and educational services model, the initiation of a communications network for Home Day Caregivers, and the implementation of toy and book lending services for the caregiver participants. The principal activities during this phase were concerned with completing the interviews and observations begun earlier and with implementing what has been called the Project Services Program.

The Project Services Program was offered in the format of workshops to be held every other Saturday from 9:00 A.M. to Noon in the Herman Crown Center of Roosevelt University. Day Caregiver participants received a small consultant stipend of $12.50 for attendance, since their attendance and participation were considered to facilitate the development of a training services model, thus legitimizing their "consultant" status.

The Orientation Workshop

The caregivers had discussed their perceptions of their need for help, training and materials during the interview sessions held earlier, and general topics for the workshops had been planned. However, it was felt that a needs assessment activity related to specific workshop topics had to be conducted when the caregivers first came together as a group and could discuss possible topics with one another. The first workshop was planned to include this needs assessment activity, as well as provide an introduction and orientation for the participants. Subsequent workshops were topic-oriented.

The first, or Orientation Workshop, was held Saturday, December 13, 1975, so that the caregivers would be given adequate time to prepare for the start of the regular bi-weekly workshops in January. Furthermore, holding the Orientation Workshop before Christmas gave the staff an opportunity to provide an especially festive air for this important initial meeting.

In addition to the 18 home day caregiver participants and the project staff--the co-directors, research assistants and evaluator--this first meeting was attended by many other guests. Dr. Jacob Jennings, the funding officer for Title I, Illinois State Board of Higher Education, addressed the group on behalf of the funding agency. Several members of his Advisory Council attended and participated in the meeting. One Advisory Council member, Mrs. Lillian Carrington Ruiz, also briefly addressed the group. The caregivers were encouraged by seeing that the project was important enough to merit the attendance of representatives of the funding agency at this opening session.

The support of the College of Education, Roosevelt University was evidenced by the attendance of several faculty members. Professor Henrietta Schwartz, Director of the Research and Development Center, formally welcomed the group. Other faculty members attended the entire meeting, including Professor Yuri Tajima, Chairperson, Early Childhood Education, and Professor Martin Jason, Associate Director, Research and Development. A few faculty members dropped in briefly to meet the participants.

An agenda outlining the morning's activities was provided to caregivers and guests at this meeting, and at all future sessions. The staff attempted to adhere to the activities and time frame stated on the agenda so that

participants would always know what to expect.

The Orientation meeting began at 9:30 with coffee and rolls, provided by the Research and Development Center, College of Education, acting as host for the meeting. On a large table near the refreshment table were displayed samples of the many books, pamphlets and materials for children which the caregivers would use during the months to come.

The formal meeting began at 10:00 A.M. After the welcoming remarks, other informative addresses were given which described the background, purposes, and goals of the project. After the remarks to the group were completed, each caregiver introduced herself formally to the group. Then the group was divided into two work groups in order to facilitate discussion of the possible workshop topics and to respond to the Workshop Topics Needs Assessment instrument. (See Appendix B.) The subsequent specific workshop topics for the third through the tenth sessions were an outgrowth of this activity.

Because of the necessity to spend several weeks planning a workshop session, the topic for the first academic session (i.e., the second workshop), scheduled for January 10, 1976 was already chosen. The topics chosen by the caregivers formed the basis for all other workshops. This allowed time to order films, develop materials, invite speakers, etc.

Professor Henrietta Schwartz was the guest leader at the January 10th session. She concluded the Orientation meeting by introducing her topic, "How Children Acquire Moral Values," to the caregivers and distributed worksheet handouts to them to be completed and returned at the next session.

The Orientation meeting closed at noon. Upon leaving, caregivers

signed out and received checks representing their first stipend. This first meeting was lively, exciting and seemed to successfully launch the program. The activities of the day are reported in detail in order to illustrate the effort taken on the part of the staff to give the caregivers a chance to make definite input in the program, and to help them to feel like important new members of the Roosevelt community.

The Workshop Sessions

A complete summary of all the sessions is found in Appendix C. The workshops are not easy to describe. The spirit of the workshop sessions can hardly be captured on paper. When the caregivers met the second time, they were friendly and receptive, but reserved. By the end of the second meeting, they were chatting, smiling, and exchanging telephone numbers and many of them eventually became good friends.

Although they differed widely in educational and economic background, the caregivers were alike in that they were all genuinely interested in children and in better understanding and executing their childcare duties. Before the workshops started it was feared that the caregivers would be spotty in their attendance because of tiredness after a week of childcare and family duties. This simply was not the case. Several of the caregivers could not attend the Saturday morning sessions unless their own children were cared for so babysitting services were provided. The Saturday morning childcare program will be described in a later section. Although there was some attrition (18 out of 24 caregivers graduated), the majority of the caregivers attended regularly and many had perfect attendance.

The overall format of each workshop was the same. The project

staff arrived by 8:30 A.M. in order to set up the hot water urn for coffee and take materials to be used into the conference room where the sessions were held. The childcare staff used this time to organize the materials for the children who would be in their care.

The session began at 9:00 A.M. as caregivers arrived, signed in, hung up their own and in some cases, their children's coats, got a cup of coffee and chatted. The sessions began formally at 9:15 sharp. The first presentation and discussion generally ran until 10:30. At this time there was a 15 minute break which was to become a very important aspect of the success of the workshops.

After the break, a different activity, such as a movie, or some different topic might be introduced. This event or discussion usually continued until 11:30. After 11:30 the group spent its time discussing the Bugle[1] or distributing an issue, selecting toys and books from the library tables set up in the back of the room and, finally, completing the Evaluation of Workshop Session sheets which were completed at the end of every session. The session ended at noon. The caregivers signed out and received their stipend checks.

It was always a full, busy morning. Some caregivers wished the sessions had been longer, but this would have worked a hardship on others as well as raising the issue of providing lunch.

The specific topics of each workshop will be described in summary fashion at the end of this section. Certain features and activities of the workshop merit a more detailed treatment because of their importance in setting the tone of the meetings or in bringing about certain specific goals.

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[1]A full explanation of the Bugle, the project newsletter, is found later in this chapter.

Break Time

It would be nice if the staff could claim total credit for the enthusiasm which was evidenced by the caregivers, but although the program provided for them certainly was well-prepared and well-received, much of the loyalty in attending and participating was due to the fact that the caregivers themselves generated a close group feeling. For example, they made the meetings more fun by voting to share responsibility for bringing the "snacks" for the 10:30 coffee break. The coffee break allowed caregivers to move about and get to know each other. It also allowed staff to set up a movie, or shift gears to a new topic or change of pace. The caregivers knew that the project funds would not cover food. Hot water and makings for coffee and tea were provided by the Research and Development Center but in order to have a snack at break time staff members had paid for the cookies and rolls provided for the second workshop. The caregivers decided snacks were needed and that two people could bring them for each workshop. At each workshop, two new people volunteered. At first, this consisted of cookies or simple coffee cake. Soon, some of the expert cooks among the caregivers brought eleborate cookies, pies, cakes, relishes, hot breads, and other delights. It became a friendly competition in which caregivers tried to outdo each other to bring something truly delicious. This helped all of the participants (and the staff) to greatly look forward to the Saturday sessions and diets were temporarily abandoned. Many of the recipes in the newsletter developed by the caregivers were "sampled" at the Saturday sessions. Not only did this activity bring the "cook" and the eager recipients pleasure, it made break time a truly warm and friendly event and it gave the home day care-

giver participants another way to make successful input at the workshops. Yet, at no time did morning break interfere with the formal activities.

The Final Workshop: Graduation

In keeping with the attempt to encourage project participants to feel that they were part of the Roosevelt University community and to continue to foster an improved occupational self-concept, the last workshop session of May 22, 1976, was designed to include a formal awarding of certificates ceremony or "graduation." The caregivers played a major role in planning this final workshop. Because they felt it would be the only time they could "show off" this project which they had told their family and friends about, they decided that husbands and older children should be invited. In cases where the participants did not have a family, other family members, friends, or even the parents of a day care child could attend as guests.

The caregivers wanted to have a voice in the ceremony itself. They selected certain members to speak at the ceremony who would stress how important the project experience had been for them and could be for others interested in home day care. They also felt that they still wanted to use the session for additional learning so they urged the project staff to build in a speaker who would address the group on a topic of interest. Finally, they decided to plan a luncheon immediately following the session.

A most charismatic and well-informed speaker was found for the final session--Dr. Agnes Lattimer, Department of Pediatrics, Cook County Hospital, who agreed to be discussion leader. Dr. Lattimer spoke to the group about health care for young children, discussed and showed slides about Sickle Cell Anemia and answered many questions for caregivers and parents

in the audience.

Several faculty members and administrators from the College of Education and other University departments attended the ceremony. Professor Milton Greenberg, Dean of Faculties, addressed the group. Professor Robert Koff, Dean, College of Education presented the framed certificates of completion to the caregivers.

To add a light touch to an otherwise rather formal occasion, the staff had prepared a "grab-bag" for the caregivers after the formal awarding of the certificates was completed. Each graduate received a small gift of a child development toy for her day care group. The caregivers then turned the tables on the project staff and gave a gift purchased through their contributions to each of the four members of the project staff.

The graduation activities culminated in an incredible luncheon prepared almost totally by the caregivers. The caregivers had discussed and planned the luncheon at prior sessions. Upon the day of graduation, each one came laden with her own contribution. The dishes included salads, garnishes, potato salad, baked ham, chicken, hot rolls and breads, home-made tamales, macaroni and cheese, and a myriad of desserts. The staff contributed paper ware, coffee, tea, relishes, dips, and champagne. Because the caregivers brought their families and friends to this ceremony, there were approximately 75 people attending. There was enough food for everyone!

The Child Care Service to Caregivers

On the very first brochure sent to the list of possible caregiver participants, the caregiver was asked to indicate whether or not she

would require childcare for her own children in order to attend the project on Saturdays. Several indicated that they would require such service regularly. Two or three indicated they would require it occasionally. There was a potential group of 14 children. The ages of the children needing care ranged from 3 to 13 years. Care could not be provided for infants.

The gymnasium at Roosevelt University is rather small but very clean, shiny and very sunny. Although the smaller than regulation size may be a disadvantage for the Physical Education Department, it made a cozy and attractive place for the purpose of providing activities for a group of young children. Luckily, the director of the Physical Education Program, Dr. Edwin Turner, was willing to allow the project staff to use the gym on alternate Saturdays for the children of the participants. He was very helpful in suggesting activities and he permitted the staff to use rubber balls, jump ropes, tumbling mats, and other appropriate gym equipment.

A childcare staff was developed which was able to take care of a variable number of children, ranging widely in age, for three hours, so that their mothers could participate in the workshop free from interruption and worry. The person in charge was Mrs. Kay Cichon, a graduate of Ohio State University and mother of one child. There were several other students of Early Childhood Education who worked with Mrs. Cichon as the demand arose, including Mr. Steve Kvaal, Ms. Debbie Martycz, Ms. Jackie Cerny, and Mr. Jeffery Schwartz. At first, the project staff tried to ascertain by telephone whether caregivers were planning to bring their children to specific sessions, but soon, it became the pattern for about eight to ten children to be present. Often, when caregivers who normally

brought children decided not to bring them, caregivers would call to enable the staff to make necessary personnel changes. A ratio of one staff person to each three children was attempted, since supervision of small children in a setting normally designed for adults was not easy.

When the caregivers who brought children arrived on Saturday, they came directly to the session room, and signed in. Then, the children would all be taken to the gym on the tenth floor gym in a group.

Activities were divided so that very young children had appropriate activities such as coloring, play dough, large wooden puzzles, block play, "Nerf" balls, etc. Older children were provided with board games, badminton, running games, and more sophisticated craft activities. Snacks and juice were provided around 10:30. When the weather became warmer, the child care staff took the children outside to walk and play in Grant Park. There were story books and a story time for all the children. The children were brought back to their mothers at noon.

The parents said they felt their children enjoyed the sessions and benefited from them. Many caregivers could not have participated without this service.

On the last day, the graduation workshop, the children came down early to join their parents at the luncheon. It was interesting to note that there was <u>not one</u> occasion of spilling or any serious table accident. Furthermore, the staff counted 14 small children at the luncheon, yet there was no undue noise, running around or the usual kinds of behaviors children exhibit at formal affairs. The staff hypothesized that this was due to the fact that these children, whose mothers are all caregivers, were used to functioning well in a group. Also, the children were sur-

rounded by women (and men - several fathers were in attendance) who were used to taking care of other people's children and a sense of order prevailed even during the time adults and small children had to stand in line to be served. This certainly contributed to the happy atmosphere of graduation and reinforced our observation that these women are very skilled in taking care of a multi-age range of children.

The Toy and Book Lending Library

One of the goals of the Project was to familiarize caregivers with an array of educational toys, books, and materials appropriate to the developmental levels of the children in their care and to encourage caregivers to use more materials with their children. This was facilitated by the initiation of a Toy and Book Lending service during the Implementation Phase of the Project.

In preparation for the start of the Implementation Phase, project staff purchased a wide variety of children's books, toys and games by a variety of toy companies and manufacturers, which make safe toys with educational value. These toys included musical toys, wooden puzzles, blocks, beads, snap together toys, building toys, tell-time toys, board games, color naming games, pull toys and a much beloved doll house. Some toys were earmarked for the childcare staff who needed them for the children brought to the Saturday sessions. The majority, however, were to be utilized by participants.

Three criteria were used to select toys:

1) Need - caregivers had indicated the kinds of toys they would like to have access to for their groups.
2) Developmental usefulness - toys which seemed like they

would be fun yet would reinforce skills, were chosen.

3) Physical sturdiness and convenience - Although it was clear that toys would be worn down over the months, fragile toys were avoided. Toys which were easy to carry back and forth were more useful since caregivers brought toys to meetings.

After the toys and children's books were purchased, they were labeled with a number. When the caregivers took toys, they wrote down the numbers on a toy sign out sheet. For example:

#18	Wooden Beads	Mary Smith

Each caregiver could select two toys and one book. When the toy or book was returned at the beginning of the next workshop session, the entry was crossed out. The project staff bought sturdy shopping bags so that at the invitation of the toy and book lending service, the caregivers could carry home their choices. Most caregivers came by public transportation and the shopping bags allowed them to take home even awkwardly shaped toys.

Toys and books were selected at the end of the session. In order to be fair to all, each table of four caregivers was allowed to draw a number which was on a slip of paper. The table was then allowed to pick toys in order of that number. In this way, everyone had a chance to be "first" or "second" in selecting certain favorite toys.

In order to encourage the caregivers to think about how the toy or book was being used and, in fact, to stimulate them to use the materials with the children, they were given a "Toy and Book Evaluation" form to complete each week. (See Appendix D). This one-page form asked them to indicate how the toy or book was used and how well it was liked by the

children and by themselves. It also sought their comments and suggestions about the item.

The Home Day Care Mothers' BUGLE

There are several ways in which this project may have made an impact upon the participants, but there is one way in which the impact was noticeable. That is the effect which the production and distribution of their own newsletter, the BUGLE, had upon the caregivers, and upon the childcare community.

The name itself is interesting. It was chosen by the participants after much heated discussion and it was chosen almost unanimously over several other more sophisticated entries. That the name has a symbolic meaning for them was indicated when one caregiver, speaking at the graduation ceremony said, "Just like our newspaper the BUGLE tells us, let's keep on tootin' our horn!" Enthusiastic applause greeted her statement.

There were four issues of the BUGLE--February, March, April, and May. It was printed inexpensively in an 8-1/2 x 11 size format, front and back and ran about six to eight pages. About 250 copies were printed.

To facilitate contributions, each caregiver was given several stamped envelopes addressed to the Home Day Care Project. They could mail in contributions or bring them to each workshop. The contents of each issue varied but always included "tips" on child rearing, recipes, suggestions for trips, activities or crafts for children, and information about the project. "Editors" had volunteered, initially, but as it turned out, caregivers just contributed what and when they felt like it, notwithstanding whether or not they were designated as "editors" of some category. The names of contributors always appeared next to their article so care-

givers got to see their names in print.

Although most of the entries to the BUGLE were typed, it was put together "by hand", and had a very personal appeal and a jolly, folksey appearance. There were little drawings done by staff or caregiver "artists" (once, the R and D Center secretary did a drawing for it as she was typing it) and several informal touches such as silly sayings of children or "ads" for things like doll houses for sale.

The caregivers were very fond of their newsletter and looked forward to each issue. They received as many issues as they wanted at a session and were to "distribute" these by tacking them up places where women with children, or women who were involved in childcare might go, such as grocery stores, nursery schools, church bulletin boards, etc. They gave them to their friends and relatives and to other women involved in day care.

At Roosevelt, copies of the BUGLE were distributed to members of the faculty of the College of Education, and other staff, such as research personnel, secretaries and work study students. People often came back for more issues to "give to my babysitter" or to "send to my friend who heard about the project." One faculty member used them in a class of school administrators as an example of a grass-roots type of organ. One caregiver participant reported taking an issue to a meeting held at a Chicago City College serving a minority community. The newsletter was borrowed from her, reproduced on college equipment, and distributed widely throughout the college in order to inform students about the existence of the project, but, moreover, to educate them about the existence of the licensed day care home. This caregiver reported that much discussion en-

sued at this college about starting a program of their own which would involve home day care training.

The final issue of the BUGLE performed a "student yearbook" function. Several caregivers wrote articles or open letters expressing their feelings about the project and openly pleading that it be continued. This issue also contained photographs of the caregiver group and the staff, and candid photographs of some of the children in the child care group playing in the gym. This final issue also gave the staff an opportunity to write a summing-up and farewell statement to the caregivers.

A few of the more involved caregivers have volunteered to help with the newsletter during the next academic year--the second year of the project--although these caregivers will not be official project participants. Such was the enthusiasm engendered by the newsletter which provided satisfaction for all the participants and for all the contributors, no matter what their contribution - article or recipe. Again, this was a vehicle for providing positive feedback for the participants and another opportunity for them to make an important input.

In summary, the workshop format of the Implementation Phase allowed the staff a vehicle through which to provide training and educational services for the caregivers. The workshop sessions allowed the caregivers to get to know each other, to form a close, caring group, to eat together, to share problems and concerns, to experience new toys and books which they otherwise may not have been able to afford or may not have known about, to develop a newsletter which became very meaningful to them and to receive, in many ways, confirmation that they were important and that their

chosen occupation was worthwhile.

III. Research Design

The primary purpose of the research design was to assess the effectiveness of the educational project services program. Attitudinal, behavioral and cognitive change over time were assessed. In addition, the research was aimed at investigating the perceptions of adult females about their roles as home day caregivers and generally, contribute more knowledge about the question of "What is Home Day Care?" The research design was based upon results of a small-scale pilot study and results of related research on child development, a summary of which is explicated below.

Background of the Study

A pilot study was conducted in five day care homes during 1974-1975, focusing on the impact of the caregiver on the socialization of young children within the home day care setting (Colbert and Enos, 1975). It explored the research notion that behavioral manifestations of occupational self-concept (view of self in the occupational role) affect subsequent caregiver/child interaction. In-depth interviews were conducted in order to answer the following questions tapping aspects of occupational self-concept:

1. Do caregivers value education and training for themselves and for children?
2. Is there evidence of a desire to improve one's own professional status?
3. Is there evidence indicating that day caregivers view the day care occupation as a profession and themselves as professionals?
4. Do they recognize educative potentials of their roles?

Narrative records were compiled during two one-hour home observations on each caregiver. Data was content analyzed by an independent coder. To the extent that the above four questions were answered affirmatively, it was more likely the caregiver utilized a "teaching-learning" approach to day care. On the basis of content analysis of the data, components of this approach were as follows:

1. Using positive reinforcement for developmental and cognitive achievements.
2. Scheduling educational and recreational activities.
3. Reading to children, with children, encouraging children to read with one another.
4. Generalizing inquiry and response through asking and answering questions.
5. Demonstrating activities and learning tasks and identifying and naming objects and concepts.
6. Utilization of a wide variety of toys and materials.

The present study sought to explore and identify components of the caregivers' occupational self-concept and the approach to day care utilized by the caregivers.

Related Research on Child Development

A large body of literature has investigated the relationship of maternal care to children's development. There is no evidence that children suffer from having several mother-figures so long as stable relationships and good care are provided by each (Rutter, 1971). There is also no evidence that removing a child from his home for part, or even most, of his day and then returning him to his own home and family on evenings and weekends has ill effects (Yarrow et al., 1962; Yudlin and Holme, 1969).

The quantity of time spent with the mother does not appear to be as important as the quality of the time. Maternal rejection, coldness, and lack of interest in the child, have been associated with emotional problems and retarded development in children (Escalona, 1953; Lewis, 1945; Milner, 1951; Spitz, 1951) and maternal negative attitudes toward child-rearing has been related to the child's intellectual development (Davids, 1968).

Some maternal factors which have been positively related to children's development are playful stimulation (Rubenstein, 1967, Yarrow, 1963), distinctive and frequent verbal stimulation (Bing, 1963; Goldberg and Lewis, 1969; Irwin, 1960; Kagan, 1971; Schaefer et al, 1968), affectionate behavior (Caldwell, 1967; Yarrow and Goodwin, 1965), frequent and firm physical behavior especially directed to the infant (Ainsworth et al, 1971; Dennis, 1960, 1965; Lew and Goldberg, 1969; Yarrow, 1963), and response-contingent stimulation (Ainsworth et al, 1971; Ramey et al, 1971). It does not seem likely that one variable is the most crucial but, rather, that a cluster of related aspects of maternal behavior contribute to the optimal care of the child (Ainsworth, 1969; White, 1969).

The present study focused specifically on the needs and role perceptions of the home day caregiver. The nature of home day care brings children into close contact with and, in some cases, may foster surrogate mother relationships with the caregiver. Since the previously mentioned maternal variables have been related to healthy child development, further investigation with respect to the home day caregiver was needed. Children in home day care spend most of their day and, in some cases, evening with the caregiver. Thus, one would expect the caregiver to play a large role

in the child's development. Until recently, the importance of and need to understand more fully the home day caregiver's role has been largely ignored.

Methodology

A pre-post design was utilized in order to assess the impact of the training program on the caregivers. The following components of the research design were conducted both before and after the workshop program: 1) in-depth interviews, 2) naturalistic observations in the caregivers' homes, 3) an attitudes toward childrearing instrument, 4) a self-concept inventory. A pre-post cognitive test was administered at one workshop session. The procedures for and description of each component is given in the following section.

Interviews

Prior to the first training workshop, an in-depth interview with each caregiver was conducted by project staff. The interview was administered in the caregiver's home and generally lasted two to three hours. A copy of the interview schedule is found in Appendix E. The purpose of the interview was to 1) provide data for an educational needs assessment used in planning the workshop content, 2) provide demographic data on the caregiver sample, and 3) provide data on the caregiver's occupational self-concept--their perceptions of themselves in the occupational role--as well as their perceptions about the role of home day caregiver.

The interview was developed by project staff, since no suitable existing schedule was available. Some items were adapted from the interview conducted by Colbert and Enos (1975) in their pilot study of five home day

caregivers and the National Opinion Research Center Study of Occupations.

The interview consisted of both open-ended and forced-choice questions. For the purposes of checking the clarity and format, the initial interview was pilot-tested on a small sample of home day caregivers who had high school levels of education. Some changes were subsequently made to produce the final schedule shown in Appendix E. For example, some of the responses were typed on index cards and a Q-sort technique was employed to make the interview comprehensible to all of the caregivers.

Directly following the six-month training program, home interviews with each caregiver were again conducted. A two-part interview schedule, developed by project staff, was utilized, which took approximately two hours to administer. Part I primarily contained questions from the initial interview designed to provide data on the caregivers' perceptions of themselves and their roles as day caregivers. Part II was primarily concerned with the caregivers' evaluation of each aspect of the training program and their perceptions of the impact the program had upon them. The post-training interviews are found in Appendix F.

Naturalistic Observations

a. Development of Categories

After a perusal of the available observation systems (e.g., White, 1972), an adaptation of A. Clarke-Stewarts' categories currently being employed in the Chicago Study of Child Care and Development was decided upon. Caregiver behavioral categories were selected on the basis of 1) the child development literature highlighting maternal variables related to healthy child development, and 2) the goals and purposes of the training program. An attempt was made to create a system whereby virtually

all of the caregivers' interactions with the children could be categorized and recorded. This resulted in a pre-determined set of categories which was memorized by each observer.

Nine physical behaviors and nine verbal behaviors were chosen. The categories, their abbreviations, and definitions are listed in Table 3 on the following pages.

b. Procedure

For the purposes of this study, one hour of free play in the morning and one hour of free play in the afternoon on two separate days were chosen as the observation times for pre- and post-workshop periods. The aim was to allow enough time to obtain an estimate of the day-to-day routine of the caregivers. The researchers were interested in discerning how the caregiver spends her time during a "typical" day. Free play time was chosen as opposed to meal-time or a time of high expected social interaction, in order to assess the frequency of interaction or involvement in a rather loose, unstructured block of time. A time was picked when the children would be present and not napping or sleeping. This investigation further sought to discover the relationship between morning activities and afternoon activities. In cases where either mornings or afternoons did not contain free play periods, observations occurred in early and late morning or early and late afternoon time periods. The caregiver was the focus of the observations and the target of study.

Each observer recorded in a loose-leaf steno pad. At five minute intervals, the time was noted for twelve consecutive five-minute periods. For the purposes of data analysis, these five-minute segments were further divided into 60 one-minute time units.

Table 3

Home Day Care Project

Coding Categories

CAREGIVER: PHYSICAL BEHAVIOR

Behavior Category	Abbreviation	Description
Physical affection	PA	any type of positive physical contact-touch hands, hugs, kisses, cuddles, caresses
Attends child's need	AN	routine caretaking activity, such as changing diapers, washing hands, changing clothes, feeding, attending to physical injuries, bandage cuts, bruises, fixing noses for children
Attends to household or personal tasks	PT	not attending to needs of children, talking on telephone, personal cooking, sewing, watching TV
Punitive act	PUN	scolds, spanks, hits, slaps
Controls or restrains child	CR	prevents child from harming himself in some way, physically restricts child
Physically demonstrating skills	DS	demonstrates skills using materials not just verbal, using flannel board, blackboard, demonstrating use of educational toy, teaching, drawing or writing, game, dance, finger play, motor skills
Physical play with child	PLC	plays physical games--rope, cowboys and indians, hop scotch, rough-housing, messy games, swinging
Positive affect	HA	smiles or laughs
Negative affect	⌒	frowns or grimaces

Table 3

(continued)

CAREGIVER: VERBAL BEHAVIOR

Behavior Category	Abbreviation	Description
Positively reinforces	V+	praises, approves, accepts child's behavior, compliments
Negatively reinforces	V-	reprimands, insults, says "no - don't", prevents child from doing something
Teaching academic	VTA	gives information, supplies answer, reads, explains concept, (numbers letters)
Teaching social skills	VTS	manners, sharing, "say please", etc.
Verbal play with child	PLC	sing, tease, chit chat
Verbal social exchange	VSE	greets, converses socially, talks about ongoing activities
Verbal control	VC	giving commands (i.e., "go up stairs", "sit", "don't do")
Verbal responsiveness	VR	not initiated by adult (conversation) answers child's request, demand, remark
Asks question	?	caregiver questions child

A running record of the caregivers' ongoing verbal and physical behavior was kept for each 60 minute time period. The observers made two observations on each caregiver over a two-week time period before the first training workshop and two observations over a two-week period after the final workshop. The observers were female; two were Caucasian and two were Black. All observers were members of the project staff. In total, 240 minutes of observations were made on each caregiver. Seventeen caregivers were observed; one caregiver did not have day care children over the course of the project and, therefore, could not be observed.

In recording the caregiver's behavior, each event could be recorded as both physical and verbal, but within the categories for physical and verbal behavior each act could be counted only once. A verbal utterance, for instance, could be recorded as either a (V+), positive reinforcement, or a (VSE), verbal social exchange, but that single utterance could not be recorded in both categories. Each time an event occurred it was recorded once. For the categories (PT), attends to household or personal tasks, and (AN), attends child's need, the duration in minutes was noted. All other behaviors were recorded each time they occured.

c. Observer Reliability

The first one-hour observation was done simultaneously by two experimenters to assess field reliability. A percent agreement between the two observers on each category was conducted. For physical behavior the range was from 75% agreement to 100% agreement. For verbal behaviors the range was from 64% agreement to 100% agreement. The overall reliability of physical and verbal behavior was 89.4%.. In order to improve the reliability the following changes were made: 1) the categories physical play with child

were combined in one category--play with child, 2) teaching academic and teaching social skills were combined in verbal teaching, and 3) punitive act and controls or restrains child was combined in one category--punishes and constrains.

Attitudes Toward Child Rearing

Child rearing attitudes were measured by the administration of a 37-item instrument in which 30 items were adapted from an instrument developed by Drews and Teahan (1963) designed to assess parental attitudes. Where the item referred to parental attitudes, it was changed to reflect caregivers' attitudes toward childrearing. The Drews and Teahan instrument is divided into three scales such that ten items indicate a measure of "possessiveness", ten items indicate a measure of a "dominating" attitude, and ten items indicate a measure of an "ignoring" attitude. A Likert-type scale is employed on the 37-item instrument where the user indicated her agreement with each statement by circling either "strongly agree", "mildly agree", "undecided", "mildly disagree", or "strongly disagree". Following is an example of items reflecting each of the three orientations adapted from the Drews and Teahan instrument:

Dominating: "A child should always believe what his caregiver tells him."

Possessive: "Independent and mature children are less favorable then those children who obviously want and need their parents."

Ignoring: "A child should be seen and not heard."

The seven additional items primarily focus on caregivers' attitudes about sex roles in children.

The Attitudes Toward Childrearing instrument was administered to the

caregivers as a group on both the first and final days of the workshop training program at Roosevelt University. A project staff member read each item aloud to the group as each caregiver read along and circled her answer on the typed instrument and response sheet. Appendix G contains a copy of the Attitudes Toward Childrearing Instrument.

Self-Concept Inventory

The Bown Self-Report Inventory was used to provide a measure of self-concept. The forty-eight item inventory contains eight subscales as follows: self, others, children, authority, work, reality, parents, and hope. Six items indicate a measure on each subscale and a total score is also provided. A five-point Likert-type scale is employed whereby the individual reads each statement and places a check in one of five boxes ranging from "like me" to "unlike me". A total high score of 30 on each subscale is possible. Bown (1967) developed the inventory for use with freshmen and education majors studying to be teachers.

The same procedures used in administering the Attitudes Toward Childrearing instrument were used in administering the Bown Self-Report Inventory. The instrument was read aloud to the group of caregivers on the first and final days of the workshop program and each caregiver indicated her response on the instrument in the appropriate boxes. A copy of the Bown Self-Report Inventory is found in Appendix H.

Cognitive Test

Two of the workshops' contents were directly concerned with child development. On the second workshop dealing with child development and

focusing on the preschool child, a short 13 item true-false and multiple choice format test was administered. The test was administered at the beginning and end of the workshop session to assess how much the caregivers had learned and to be used primarily as a means of formative evaluation. The test was developed by the project directors (see Appendix I).

Hypotheses

The research design was aimed at measuring whether and how the specific objectives of the project services program were met. To reiterate, the specific objectives were as follows:

1. To increase the caregivers' understanding and knowledge of child growth and development.

2. To increase the caregivers' understanding of the types and use of activities and materials appropriate for use with young children.

3. To enhance the career awareness and occupational self-concept of the caregivers.

4. To provide a setting which enables day caregivers to exchange information and ideas among themselves.

Following are general research questions which the research sought to answer:

1. What were the caregivers' initial perceptions of the role of home day caregivers and their occupational self-concept, and how, if at all, did the training program change their perceptions?

2. What were the caregivers' self-concepts initially and how, if at all, did they change over the course of the training program? What was the general relationship between caregivers' self-concepts and occupational self-concepts?

3. What were the caregivers' initial attitudes toward child-rearing and how, if at all, did the training program affect their attitudes?

4. What was the nature of the caregivers' interaction with their day care children and how did the workshop program affect caregivers' behavior in the home day care setting?

5. How, if at all, did the workshop program affect the caregivers' understanding and knowledge of child growth and development?

It was hypothesized that as a result of the training program caregivers would increase their occupational self-concepts and understanding of child growth and development. Since the program did not bear directly on their attitudes toward childrearing and self-concepts, no expected trends were predicted in these components. Although no specific patterns were predicted in terms of changes pertaining to the observational variables, it was expected that, overall, caregivers would be more attuned to their interaction with the children. Since the training program emphasized an educational approach to childrearing and development, the investigators were interested in whether this short-term program might produce changes in the caregivers' behavior with the children; in particular, with the following variables: verbal teaching, demonstrating skills, playing with the children, and positive verbal reinforcement. Further, the research sought to examine whether caregivers' educational level, race, age, and whether they had children of their own at home would make a difference in terms of what they were observed to do with the children.

IV. Outcomes

Population Characteristics[1]

Demographic Characteristics

A demographic profile of the eighteen female caregivers is presented in Table 4. Eight (44%) of the caregivers were between the ages of 21 and 35 and ten (56%) were between the ages of 36 and 65. The majority were married (78%), one (6%) was single, and three (17%) were widows. Thirteen (72%) were Black, and five (28%) were Caucasian. In terms of educational level, half of the caregivers reported receiving some college training, although none had completed college. This college training generally consisted of one or a few courses taken at a local junior college. The rest of the women were divided between those who completed high school (5), had some high school (2), attended a technical school (1), and had completed elementary school (1).

Most caregivers (15) had incomes from day care that were less than $4,000; three earned between $4,000 and $8,000. Most married caregivers reported that their husbands worked in skilled (8) or unskilled (4) occupations; their husbands' incomes ranged from under $4,000 to over $20,000 with the average being in the $11,000 range.

The women in the project lived and operated their day care homes in the Chicago urban area. In terms of geographic location, eight women lived on the Southside of Chicago, six lived on the Westside, two lived on the Northside, one lived in Oak Park, and one lived in Evanston.

Seventeen caregivers provided full-time (all-day) day care; one woman operated her home during morning hours only. The caregivers most

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[1]Results presented in this section are based on pre-training interviews.

recent work experience, prior to home day care, consisted of jobs as skilled workers (5), day care or preschool workers (5), nurses (2), unskilled workers (2), housewives (2), and other type of work (2). Thus, the caregivers represented a diversity of backgrounds and characteristics.

Table 4

Demographic Characteristics of Caregiver Sample

Characteristic	Number	Percent
Age		
21 - 35	8	44.4
36 - 50	5	27.8
51 - 65	5	27.8
Marital Status		
Married	14	77.7
Single	1	5.6
Widowed	3	16.7
Race		
Black	13	72.2
Caucasian	5	27.8
Educational Level		
Elementary	1	5.6
Some High School	2	11.1
High School Graduate	5	27.8
Some College	9	50.0
Other	1	5.6
Income		
Under $4,000	15	83.3
$4,000 - $8,000	3	16.7

Day Care Operation

Most of the participants (66.7%) were not operating at capacity.

The average number of children cared for was 4.4 with a range of 1-11. Table 5 displays the distribution of children cared for by age and sex. There were a total of 68 children, with most (39) male and 43% aged 0 - 2;

Table 5

Day Care Child Distribution

Age	Male	Female	Total n
0 - 2	18	11	29
3 - 5	14	14	28
Elementary School	7	4	11
Totals	39	29	68

42% aged 3 - 5, 15% of elementary school age, and no children of high school age. Most (83.3%) of the family day care mothers had children of their own and of these day care mothers, virtually all had at least one child living at home. Table 6 shows the number of children and number of caregivers by child's age. Most (61.5%) of the women did not perceive their own children to be jealous of the day care children. A minority (38.5%) viewed their own children as reacting with jealousy. Almost all the caregivers (92.9%) believed their attitudes and expectations for day care children were the same as their attitudes and expectations for their own children. Only one (7.1%) reported some differences in expectations. The average adult/child ratio was one caregiver to four children.

Fifty percent of the caregivers had been operating a day care home

Table 6

Caregivers' Own Children Living at Home

Age	Number Caregivers	Number of Children
Below age 5	5	5
5 - 13	7	15
14 - 18	4	5

for three years or less (38.9% 1 year; 11.1% 1 - 3 years); and 50% for longer than three years (16.7% 3-1/2 - 5 years; 33.3% 5 years). The caregivers were roughly balanced in terms of experience in day care with approximately one third having less than a year of experience and one third having more than five years experience. However, not all caregivers were licensed at the time they began offering services. Almost 67% had been licensed for less than three years and only 6.7% had been licensed for more than five years.

According to caregivers, the licensing agency, the Department of Children and Family Services, provided help to 52.9% of the project participants. Almost half (47.1%) reported no help from the Department and the majority (82.4%) were not provided with training of any kind. The number of visits made by representatives of the Department varied among the caregivers: none were frequently visited, five (27.8%) were visited often, ten (55.6%) were visited occasionally and three (16.7%) were rarely or never visited.

Day Care Staff, Fees, and Routine

Half of the women had some help in caring for the children. The number

of staff members ranged from one to three. Most often the helper was a spouse (57%) or resident in the caregiver's home (29%). The additional staff received pay in one-third of the day care homes and no pay in two-thirds of the day care homes.

Fifteen caregivers (83.3%) had a substitute in case they were ill; four relied upon their spouse to fill in, three relied upon a neighbor, three relied upon another resident, and five relied upon some other person. Of those who had no one to substitute for them in case of illness, 50% tried to make it through the day with the children; 7.1% canceled work, but expected the parents to pay, 14.3% canceled work, but expected no pay and 28.6% had some other arrangement.

Almost all the caregivers (94.4%) charged the parents on a weekly basis. Table 7 displays the amount charged by number and per cent of caregivers. The majority (66.7%) charged between $21 and $30 a week for each child cared for.

Table 7

Fee Schedule

Amt. charged per week	Number of Caregivers	Percent
$10 - 20	4	22.2%
$21 - 30	12	66.7%
$31 - 40	1	5.6%
Over $40	1	5.6%

Most (66.7%) had differing fee scales according to the age of the

child (26.9%), the amount of time the child spent in the day care home (33.8%), the parents' income (15.4%), or the amount of food provided by the parents (11.5%), or the number of children in the family (7.7%). Of those caregivers who varied their fees, several took into account more than one of the above factors in determining their fees.

Almost all (94.4%) the women offered day care for at least all day with only one (5.6%) open solely during the mornings. Two caregivers (11.1%) were open during both the day and evenings for child care.

All of the caregivers served at least one meal during the day. Table 8 shows the number of meals served by number of caregivers. As reported, the type of food served most often was vegetables, meat, starch, and fruit. Almost all the caregivers reported an attempt to provide balanced meals.

Table 8

Meals Served

Number of of Meals	Number of Caregivers	Percent
1 only	1	5.6%
1 + snack	5	27.8%
2	3	16.7%
2 + snack	5	27.8%
> 2 meals	4	22.2%

Table 9 displays the types of activities engaged in by the children and their frequency of occurrence. The rate of television watching appears

Table 9

Games and Activities Engaged in By Day Care Children

How often are the children involved in the following types of activities:

	Almost Always	Often	Occasionally	Rarely or Never
Indoor:				
Reading aloud	17.6%	47.1%	23.5%	11.8%
Reading silenty	7.7%	7.7%	38.5%	46.2%
Watching TV	29.4%	41.2%	23.5%	5.9%
Discussing TV programs.	7.1%	35.7%	14.3%	42.9%
Making up stories	11.1%	33.3%	16.7%	27.8%
Dressing up	6.7%	13.3%	35.3%	46.7%
Playing with blocks, Lego	43.8%	31.3%	12.5%	12.5%
Using crayons, water paints, etc.	33.3%	27.8%	27.8%	5.6%
Playing with dolls, toy people animals, or machines	37.5%	50.0%	12.5%	0.0%
Other	0.0%	0.0%	0.0%	0.0%
Outdoor:				
Vigorous, running games	41.2%	17.6%	23.5%	17.6%
Messy games	6.3%	18.8%	37.5%	37.5%
Going out to eat.	0.0%	16.7%	22.2%	55.6%
Going to the store.	17.6%	23.5%	35.3%	23.5%
Playing on swings, boxes, other yard equipment.	6.3%	31.3%	25.0%	37.5%
Taking field trips.	0.0%	16.7%	33.3%	38.9%
Riding wagons, tricycles, etc	11.8%	64.7%	17.6%	5.9%

to be quite high with 70.6% of the children watching either often or almost always. Only 5.9% of those children in the day care homes rarely or never watched television. This is not surprising since virtually all the care-givers owned at least one TV set, some possessing two or more. Unfortunately, we have no way of knowing the kind and quality of programs viewed

by the children, the total number of hours watched by each child, or whether television watching was done alone or in a group. (However, most caregivers did report allowing the children to watch programs such as Sesame Street, Zoom, Mr. Rogers, and Bozo the Clown.)

Other popular activities were playing with blocks, Lego; using crayons, water paints, etc.; and playing with dolls, toy people, animals, or machines. Few of the caregivers regularly took the children on field trips or out to eat. The children appeared to play on outdoor equipment or engage in vigorous, running games most often while out of doors.

More than half of the participants (55.6%) reported that they always or almost always had specific routines they followed. Few (16.7%) reported rarely or never following a prepared schedule, occasionally following a schedule (11.1%) or often (16.7%) following a specific routine.

Relations with Parents

Tables 10 and 11 display data regarding the caregivers and their relations with the parents. Almost all (83.3%) felt it was very important to talk to the parents while none considered it unimportant. Consistent with the perceived value of communicating with the parents, 72.2% of the caregivers talked with the parents often or always. One caregiver rated talking with the parents as "not too important" and one caregiver rarely or never talked with parents. (Presumably it is the same caregiver.) Without fail, the caregivers talked with either the mother (55.6%) or with both the mother and the father (44.4%). None of the caregivers talked exclusively with the father about the children. Most of the parents (75%) were perceived to have the same concerns for the child's welfare as the caregiver. Most (75%) felt it would be difficult for the parents to find a replacement for them.

Table 10

Relations with Parents

How important do you think it is to talk to the parents about the children?

	n	Percent
Very important	15	83.3%
Somewhat important	2	11.1%
Not too important	1	5.6%
Not important at all	0	0.0%

Table 11

Relations with Parents

How much do you and the parents talk about the children?

	n	Percent
Always or almost always	4	22.2%
Often	9	50.0%
Occasionally	4	22.2%
Rarely or never	1	5.6%

Tables 12 and 13 represent the parents' concerns. The child's behavior and daily activities accounted for 68.6% of the topics of conversation with money matters mentioned only once. The parents appear to be most concerned about the child's behavior (44.8%). Many caregivers reported the parents' chief concern was discipline.

Most of the women in the project felt their way of caring for the children was basically the same as the parents (66.7%); some felt it differed in a few important respects (22.2%); and few felt it differed in several major ways (11.1%). The parents frequently left specific instruc-

Table 12

Caregiver-Parent Topics of Conversation

What do you talk to them about?

	n	Percent
Child's behavior	12	34.3%
Child's daily activity	12	34.3%
Child's health	10	28.6%
Money matters	1	2.9%

Table 13

Parents Concerns

What do you find the parents are most concerned about?

	n	Percent
Child's behavior	13	44.8%
Child's daily activity	8	27.6%
Child's health	6	20.7%
Money matters	0	0.0%
Parents are not that concerned about child	2	6.9%

tions about the child's routine or care (70.6% of the time).

Table 14 shows how often the parents request overtime care of their child. It appears as though most parents (50%) rarely or never ask the caregiver to provide overtime care. Only two women had parents who asked for overtime care more than occasionally. Since this appears to be an uncommon occurance, most caregivers (62.5%) did not charge extra for the overtime.

Role Perception

When asked whether they would like to change to another occupation,

Table 14

Overtime Care

Do parents frequently ask you to take care of the children overtime?

	n	Percent
Always or almost always	1	5.6%
Often	1	5.6%
Occasionally	6	33.3%
Rarely or never	9	50.0%

33-1/3% of the home day caregivers responded with "I could not imagine changing to another occupation". Almost all (88.9%) reported that being a caregiver did not interfere with their role as a wife; and none reported any conflict with their role as a mother or guardian. Most husbands (86.7%) agreed with their wife's choice of employment.

Over half (61.1%) of the women would continue providing day care if they were to inherit a million dollars; 44.4% would continue but make some changes; 11.1% would shift to something else in the early childhood field; 5.6% would shift to another field, and 5.6% would retire.

Table 15 displays the percentage of women who would use the adjective listed to discribe their job. As is apparent, the adjectives picked are heavily loaded on the positive side. All women felt their job was active fun, good, and pleasant. Almost all (94.1%) felt it gave them a sense of accomplishment, was creative (87.5%), healthful (85.2%), intelligent (82.4%), satisfying (94.1%), and useful (88.2%). None thought it was boring; few felt it was unstable (23.5%), tiresome (23.5%), or self-centered(25.0%). It appears as though the job is well-suited to the women in the study.

Table 15

Description of Job

	Percent		Percent
Active	100.0	On your feet	88.2
Boring	0.0	Pleasant	100.0
Challenging	76.5	Practical	76.5
Creative	87.5	Repetitive	35.3
Different	70.6	Respected	70.6
Dignified	35.3	Restrictive	41.2
Easy	29.4	Routine	41.2
Endless	47.1	Satisfying	94.1
Fascinating	76.5	Self-centered	25.0
Frustrating	29.4	Selfless	37.5
Fun	100.0	Simple	35.3
Gives sense of accomploshment	94.1	Steady	70.6
Good	100.0	Stimulating	82.4
Healthful	88.2	Tiresome	23.5
Intelligent	82.4	Unstable	23.5
No Privacy	11.8	Useful	88.2
		Versatile	76.5

Table 16 displays other feelings the women had about their occupation. Again, few voiced any negative feelings and most (66.7%) felt their job brought out the best in them.

Table 16

Job Perceptions

	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
I don't really expect to get much pleasure out of my work	0.0	11.1	22.2	66.0
My job brings out the best in me	66.7	22.2	11.1	0.0
As time goes by, most of my job problems get solved, even if I don't do anything about them	27.8	44.4	5.6	16.7

Almost all of the women took pride in their work and felt it was definitely a real accomplishment to be good at it (82.4%). None felt that time always seemed to drag for them; a few (29.4%) felt time occasionally dragged; while most (70.6%) felt time rarely or never seemed to drag.

Table 17 presents the data concerning how demanding the caregivers perceive their job to be. In general, they felt the job to be more physically demanding than emotionally or intellectually demanding, although only 29.4% of the women felt the job was very demanding physically. Over half (52.9%) saw it as somewhat physically demanding. Apparently, while all the women viewed their job as active, they didn't consider it overly taxing on their physical, emotional, and intellectual resources.

Table 17

Perceptions of Job Demands

	Very demanding		Somewhat demanding		Not too demanding		Never demanding	
	n	%	n	%	n	%	n	%
a. Generally, how physically demanding do you feel your work is?	5	29.4	9	52.9	3	17.6	0	0.0
Generally, how emotionally demanding do you feel your work is?	4	23.5	2	11.8	9	52.9	2	11.8
Generally, how intellectually demanding do you feel your job is?	4	23.5	6	35.3	4	23.5	3	17.6

	Physical		Emotional		Intellectual	
	n	%	n	%	n	%
b. Which aspect is most demanding?	11	68.8	3	18.8	2	12.5
c. Which aspect is least demanding?	2	12.5	7	43.8	7	43.8

The women reported few feelings of helplessness or inability to cope with the demands of the job. Table 18 displays data regarding the caregivers' feelings about time and their job. Again, over half (52.9%) felt they rarely had more to do than they could handle or had too little time for household jobs. Most (70.6%) felt they often or always had free time for themselves.

Table 18

Perceptions of Job Demands on Personal Information

	Almost Always or Always		Often		Occasionally		Rarely or Never	
	n	%	n	%	n	%	n	%
a. Do you just have more to do than you can handle?	2	11.8	2	11.8	4	23.5	9	52.9
b. Do you have too little time for household jobs?	3	17.6	1	5.9	3	17.6	9	52.9
c. Do you have free time for yourself?	6	35.3	6	35.3	2	11.8	3	17.6

Reasons for Becoming a Day Caregiver

The most frequently listed reason for becoming a home day caregiver was that it permitted the women to stay home with their own children (4 day caregivers). The next most frequently picked reason was that the women had a desire to provide a service to children (3 day caregivers). Two of the women were providing day care in order to support themselves, two wished to provide a service to working women, and two liked to be with young children. One caregiver liked to have her own money, one worked to satisfy her own personal needs, one found the role of substitute mother rewarding,

and one enjoyed the freedom the job allowed her.

Before the workshops began, 33.3% of the women rarely or never had contact with other people who did family day care. Few (16.7%) occasionally or always had contact with others in the field, while some (27.8%) often initiated contact with others in the family day care occupation.

Feelings About Income

Table 19 reports data regarding how the women feel about their income. Possibly because few of the women needed to support themselves or their family on their income, few (22.2%) felt it was bad. Although most (81.3%) did not see themselves as highly paid, more than half did not feel underpaid. So, while most recognize they are not making very much money, they are not terribly dissatisfied with their low salary.

Table 19

Perceptions of Income

	Applies %	Does Not Apply %
Income adequate for normal expenses	70.6	29.4
Barely live on income	37.5	62.5
Bad	22.2	66.7
Income provides luxuries for me	56.3	43.8
Insecure	31.3	68.8
Less than I deserve	37.5	62.5
Highly paid	18.8	81.3
Underpaid	43.8	56.3

Women's Movement

Most of the caregivers felt that the women's movement had not affected

their feelings about what they did on their job (88.9%) nor had it affected their feelings about what women should do (77.8%). Table 20 shows what the caregivers think women should be like and what they think women should do. Interestingly, the majority (62.5%) thought women should do jobs different from men and center their lives in the home and family, and that it is a good idea for women to work (68.8%). Although each one worked, 31.3% felt it is not a good idea for women to work. It is possible that since their work is in the home, they don't view it as a real threat to the home and family life.

Table 20

Perceptions of Women's Roles

What do you think women should be like?	Agree
1. Women should do many things including being leaders in politics, the professions and business (the same work as men).	37.5%
2. Women should center their lives in the home and family and their jobs should be in such fields as teaching, nursing, and secretarial service (different from men).	62.5%
What do you think women should do?	
1. It is not a good idea for women to work. They should devote themselves only to their homes and family.	31.3%
2. It is a good idea for women to work. They don't have to devote themselves only to their homes and family.	68.8%

Personal Background

Most of the women in the program grew up in a household with many children; the average number of brothers was almost three and the average num-

ber of sisters was 2.4. Approximately half (55.6%) were responsible for the care and supervision of their brothers and sisters or other household members. Also, half were cared for by older relatives. Of those who were cared for by older relatives, 36.4% were always, 27.3% were often, 18.2% were occasionally, and 18.2% were rarely or never cared for by them.

Most (76.5%) felt they had special talents in child rearing which they most often gained from natural intuition. Table 21 displays the type of child listed as most preferable by the caregivers and those that benefit most from their care. As can be seen, the obedient or disadvantaged child was reported most preferable while few had definite opinions about who benefited most from their care.

Table 21

Type of Child Preferred by Caregiver

	Percent
1. What type of child do you most prefer?	
Obedient	29
Smart	<1
Self-sufficient	2
Quiet	<1
Actived	11
Disadvantaged	15
Boys or girls	11
No preference	11
Other	11
2. What type of child would you say benefits most from your care?	
Obedient	15
Smart	<1
Self-sufficient	<1
Quiet	<1
Active	2
Disadvantaged	15
Boys or girls	0
No preference	15
Other	

Caregivers' Evaluation of the Educational Services Training Program

Caregivers' Ranking of Workshops

On the post-workshop interview (Part II), the project participants ranked the ten workshops in order of usefulness. Table 22 displays the number of times each workshop was ranked first, second, third, etc. The workshop most valued by the caregivers was the very first one given, a discussion of Moral Values, (n = 6; 33.3%). Child Development (n = 4; 22.2%) and the Emotional Growth of the Child (n = 3; 16.7%) were also popular topics, being next most often ranked number one, respectively. The workshops dealing with Taxes and Financial Planning and The Meaning of Art in the Lives of Children were most often ranked the lowest (n = 4; 22.2%).

The caregivers expressed a desire to know more about the principles of Child Development in the pre-workshop needs assessment and this is reflected in their evaluation of the usefulness of the workshops. However, the second workshop covering the topic of Child Development and the one dealing with the Caregiver's Relationship with the Parents, also desired topics, were not rated as useful as some of the other topics. This suggests that it is not only the topic, but also the method of presentation that determines the effectiveness of a particular workshop. Also, it is apparent that these caregivers were more interested in learning about the development of the infant and toddler than the older pre-schooler. It should be noted that many caregivers expressed a difficulty in ranking the workshops, stating they enjoyed them all.

Table 22

Workshops Ranked in Order of Usefulness

Rank Number	1		2		3		4		5		6		7		8		9		10	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Jan. 10: Moral Values	6	33.3	3	16.7	1	5.6	2	11.1	1	5.6	2	11.1	1	5.6	1	5.6	0	0	1	5.6
Jan. 24: Role of Caregiver	1	5.6	2	11.1	0	0	1	1.56	3	15.7	2	11.1	4	22.2	1	5.6	2	11.1	2	11.1
Feb. 7: Working with Parents	0	0	2	11.1	2	11.1	2	11.1	1	5.6	3	15.7	1	5.6	3	15.7	3	15.7	0	0
Feb. 21: Child Development I	4	22.2	2	11.1	3	15.7	3	15.7	1	5.6	0	0	1	5.7	2	11.1	0	0	2	11.1
Mar. 6: Child Development II	0	0	1	5.6	3	15.7	1	5.6	4	22.2	1	5.6	2	11.1	2	11.1	4	22.2	0	0
Mar. 20: Taxes & Financial Plan	0	0	2	11.1	0	0	0	0	0	0	0	0	4	22.2	2	11.1	6	33.3	4	22.2
April 3: Emotional Growth	3	16.7	1	5.6	2	11.1	4	22.2	4	22.2	3	16.7	0	0	1	5.6	0	0	0	0
April 24: Arts & Crafts	2	11.1	2	11.1	2	11.1	1	5.6	2	11.1	3	16.7	1	5.6	1	5.6	3	16.7	2	11.1
May 8: Meaning of Art	0	0	0	0	1	5.6	1	5.6	1	5.6	4	22.2	3	16.7	3	16.7	1	5.6	4	22.2
May 22: Health Care	2	11.1	3	16.7	4	22.2	3	16.7	1	5.6	3	16.7	0	0	2	11.1	0	0	0	0

Post Meeting Reactions

After each workshop, the caregivers were asked to fill out a "Workshop Evaluation" form rating certain aspects of the workshop on how interesting, helpful or useful they were (see Appendix J). For example, the workshop on Moral Values was rated "very helpful" with respect to providing new information 66.6% of the time; very interesting 44.4% of the time; and very useful 56.0% of the time. Several specifically named the lecture given by Dr. Schwartz as the most enjoyable aspect of this workshop.

In general, all of the workshops were rated very highly immediately after they were over. Without fail, over half of the participants rated each workshop as very helpful, very useful and very interesting. They particularly enjoyed the lectures, movies, and the opportunity to share ideas among themselves. The newsletter made a strong positive influence on all of the caregivers. The only complaints referred to such minor items as not enough coffee or tea or not enough time to carry on the discussions.

Toy and Book Evaluations

Immediately after the workshops, the caregivers were also asked to evaluate the toys and books in the lending library. Unfortunately, not all caregivers turned in evaluations for the toys and books they checked out and used in their homes. All caregivers read the books to the children as most of the children were pre-schoolers. The book that received the most reaction was, "Girls Can Be Anything". When the children being read to were boys, they "didn't like it at all", because "It's hard for boys to accept the girls being anything at a young age." However, the

caregivers (all women) liked the book and it was frequently checked out. The other books reported on were generally liked very much, although the children usually got bored with them after awhile.

The Toy Lending Library was heavily used and well appreciated. One of the most popular toys, the rhythm band set, was checked out every week and was liked "very much" by all who evaluated it ("Rhythm band was a big hit with all the children"), it was never a source of fighting among the children and one caregiver is thinking of getting one herself. The puzzles were considered "safe and educational", were rated as being "sturdy with no sharp edges", were always liked "very much" and described as "wonderful toys to help children learn shapes and how to put them in."

One toy, the puppet family, was more popular with the caregivers than with the children. The caregivers all liked it "very much" and one thought they were a "nice size for children's hands". The children, however, occasionally "fought over the puppets", some did not like them too much, and some "not at all".

Another very popular toy, the Play Doll House, was checked out every week and was liked by both the children and the caregivers "very much". It could be used by the children alone without much instruction or supervision from the caregivers. The barnyard animals were liked very much, especially by the children. One caregiver reported "a 19 month old boy fell in love with the pig".

The caregivers were particularly enthusiastic over the educational value of some of the toys. The Shape Discs, Keys of Learning, Alphabet Shapes, and Montessori Shape-ups were praised for their ability to "make children think" and because they could use the toys to teach the children

skills. Several caregivers expressed an interest in buying the toys themselves. The main considerations in the toys were whether or not they were "safe and educational" with no "sharp edges" and with pieces that were too large for the children to swallow. Colorful, sturdy toys that could hold the interest of the children were rated very highly.

Post Graduation Workshop Interview

The Post-Workshop Interview, conducted in the caregivers' home after the final graduation workshop, asked the participants to rate various aspects of the workshop as very helpful somewhat helpful, not too helpful, or not helpful at all. The films were rated as either very helpful or somewhat helpful over 90% of the time. The toys and books were rated as very helpful over 80% of the time with only one caregiver rating the toys and books as not too helpful. All felt the guest speakers were very helpful, and 100% rated The BUGLE (the newsletter) as very helpful. The lectures and discussions led by the staff were rated very helpful 94.4% of the time and somewhat helpful 5.6% of the time. Without fail (possibly due to the delicious cakes and cookies supplied by the caregivers), all the caregivers rated the coffee breaks as very helpful. The babysitting services were also rated unanimously as very helpful. The only aspect of the workshop that received a mixed reaction was the filling out the evaluation and other forms. One thought it was not helpful at all; two thought it was not too helpful; four thought it was somewhat helpful; and eleven thought it was very helpful. One caregiver expressed a desire to have the evaluation forms passed out earlier in the meeting to foster "more detailed comments".

As a result of the workshop, five caregivers (27.8%) see other project participants very often, five (27.8%) see other caregivers often, five (27.8%) see other caregivers occasionally and three (16.7%) see other project participants rarely or almost never. One caregiver now receives referrals from other participants very often and one receives referrals often. Five occasionally get referrals from other caregivers. Also, 94.4% intend to keep in touch with the other home day caregivers. Ten of the participants (55.6%) are going to seek out courses for college credit related to day care; four (22.2%) intend to participate in other workshops; and two (11.1%) plan to seek out further training related to day care.

When asked what they liked most about the workshops, the aspects most frequently mentioned were the knowledge gained through the lectures and discussion, the expertise of the staff and guest speakers, the informative films, and the opportunity to meet and share ideas with other caregivers. Two of the women mentioned the lecture given by Dr. Schwartz and one listed the lecture by Dr. Lattimer as the most enjoyable aspects of the workshops. Three women stated they liked the fact that it existed at all--because it was so badly needed--most of all.

When asked what they liked least about the workshops, seven participants stated they liked everything and could not name anything they didn't enjoy. Four of the women wanted more time, both for each specific workshop and a greater number of workshops. One responded that she was only unhappy because ". . . it had to end. That 12 noon came so soon. I don't visit a lot so it meant so much to me to be able to talk about children." Two caregivers disliked filling out the evaluation forms--especially so

close to the end of the meeting and one mentioned she didn't like "feeling like an experimental subject". In all, the major complaint was not having enough time to discuss the topics in depth and exchange ideas with the other caregivers.

Ten caregivers expressed a desire to learn more about the principles of child development or "how a child thinks". Two were especially interested in the care of the newborn or infant and two wanted to know more about the development of moral values. Eight of the women felt a need to learn more about nutrition--"whether or not I should serve young children pop", and eight also wanted more knowledge about arts and crafts and activities to do with the children. Five caregivers mentioned first aid, one mentioned the handling of retarded or emotionally disturbed children, and one wanted to learn how to turn her home day care into more of a business operation. By far, the caregivers were most interested in the topics of child development, nutrition, and arts and crafts for future workshops. This reflects an orientation toward wanting to better meet the developmental needs of the young children they cared for.

Six caregivers would have liked to have more building toys, especially blocks, in the toy lending library. Educational toys, such as alphabet letters, school desks, Montessori materials, and body games were frequently mentioned as needed. Three caregivers wanted to see more traditional boy and girl type toys such as trucks and fire engines for boys and dolls and dress-up clothes for the girls, while one caregiver would have liked more dolls for boys. Again, large wooden, sturdy toys were listed as desirable. Two of the women thought the toy lending library was complete as it was and one woman would have liked the same toys, but

thought there should be "two for each caregiver".

Three caregivers would have liked more picture books with large non-tearable pages; coloring books were mentioned twice; cook books and creative arts were mentioned twice and Jack and Jill once. Seven women felt the book lending library was complete and comprehensive. Three women would have liked more reference books such as books on child development and one would have like an "English book for myself".

Only one woman decided to raise her fees as a result of the program, but ten changed the kinds of activities they employed. Four women specifically mentioned incorporating more teaching in their daily routines and four are now teaching more arts and crafts. Two women reported they have increased the number of activities, but were not specific as to which activities would be different. Only one caregiver has made no changes in the kinds of activities she offers.

The women are generally open the same number of hours and charging the same fees. Three caregivers are actively exchanging names of children and one is making greater use of a public agency. Most have no problem in getting children and did not change their manner of advertising, although one did place an advertisement in the newspaper for the first time.

Seven caregivers have made no changes in their manner of selecting and interviewing the children. However, four now have more explicit contracts with the parents that are worked out in advance. They mentioned more discussion with the parents and informing them of the children's daily schedule, fees, and mutual expectations as a result of the workshop. Three caregivers changed the type of license they possessed in order to be able to care for more children. Since the workshop, two wo-

men report more organized and efficient record keeping and seven have acquired more equipment.

Three women report using less punitive methods of discipline--"I used to strike first and think later. Now I try to talk about it."--and three reported being generally less demanding of good behavior from the children. Six have changed their method of toilet training primarily in the direction of being more relaxed and not rushing the children. One woman said she is going to change because before she "didn't know what was right". Five caregivers have changed their attitude regarding the attitude that "boys must be boys and girls must be girls". One woman reported she "found out it doesn't make any difference, all do everything".

Six women are now more careful in their choice of television programs they let the children watch and three now limit the amount of television the children view. One woman reported she no longer watches so many soap operas during the day. Eleven caregivers have changed the amount of time or manner of teaching and/or playing with the children. Four report more time spent in educational activities such as reading, drawing, doing demonstrations--"more verbal communication, picture reading. See need to get to the kids as much as possible during the preschool years. Try to develop their motor skills more." Two women felt they were now more relaxed and creative with the children and one said she was generally more involved now. One woman felt she now understands the children better.

Fourteen caregivers reported positive changes in their attitude, feelings, or behavior toward the children. The responses varied from

"Gave me insight into how children should be developing" to "just came to love them more", to "I came from a babysitter to caregiver. I'm trying to prepare them for school."

All of the women expressed a desire to attend another series of workshops sponsored by Roosevelt University. Fifteen of the women would attend if they had to pay and thirteen if they had to pay but received course credit; all would attend on a voluntary basis. Only one woman would not be able to attend if babysitting services were not provided.

V. Results and Discussion of Data Analysis

Attitudes Toward Childrearing

Caregivers' pre- and post-training scores on the three scales of the Attitudes Toward Childrearing Instrument are shown in Table 23.

Table 23

Pre- and Post-Training Scores on Attitudes Toward Childrearing

(n = 16)

Scale	Mean		Standard Deviation		t-Value
	Pre W.	Post W.	Pre W.	Post W.	
Possessive	24.44	24.75	4.27	5.23	-0.27 (ns)
Dominating	32.44	31.44	4.52	5.45	0.90 (ns)
Ignoring	24.12	25.69	4.83	4.21	-1.25 (ns)

There were no statistically significant differences between scores on each of the scales from pre to post training test administration. The dominating scale had the highest mean score for the group of 16 caregivers who took the test both times, reflecting a somewhat authoritarian orientation in the women's views about childrearing. The group's scores on the possessive and ignoring scales were similar, both of which scales had lower means than the dominating scale. Thus, it appears that, as a group, the women were less permissive and protective than they were dominating. Interestingly, as Drews and Teahan (1963) have reported, mothers of high achievers tend to score most highly on the dominating scale.

Means and correlated t-tests were also computed for each of the 37 items on the instrument. Only one item showed a significant change (at the $p < .05$ level) from pre to post training administration. Caregivers' mean response to the item which read, "Children begin to become independent from their parents soon after birth," changed from a score of 3.75 on the pre test to 2.75 on the post test, where a score of one indicated "strongly agree" and a score of five was "strongly disagree". The workshop emphasis on the development and early learning patterns of children may be responsible for this shift from an initial tendency to mildly disagree with the aforementioned item. Other items which showed a change from pre to post test at the .10 level were: "parents are generally too busy to answer a child's questions" (from a mean of 3.79 to 3.00) and "young girls should be encouraged to play with dolls and young boys should be encouraged to play with toys like trucks, airplanes, blocks, etc." (from a mean 3.40 to 4.07). The former may reflect increased feelings of competence on the caregivers' part and more uncertainty about the parents' interaction with their children. The latter may indicate the caregivers' awareness of sex role stereotyping as discussed in the second workshop on child development.

Items on which caregivers most strongly disagreed were: "a child should be seen and not heard," "children should not annoy their caregivers with their unimportant problems," "children should not be required to take orders from their caregivers," and "physical punishment is more appropriate for boys than for girls." Items on which caregivers most strongly agreed were: "it is sometimes necessary for the caregiver to hold firm against the child's will," "children should have the opportunity to ex-

press their opinions to their caregivers," and "in making decisions about daily activities, caregivers ought to take the opinions of children into account". Thus, caregivers' firmness was also balanced by a willingness to consider the individual child's opinions.

Bown Self-Report Inventory (SRI)

A correlated t-test was performed on the pre- and post-training means on the total score and on each subscale of the SRI. Table 24 displays the means, standard deviations, t-value and probability level in a comparison of sixteen caregivers' pre- and post-training scores. For comparative purposes, the means and standard deviations of 959 female freshmen's SRI scores and the means of 376 female education majors (most of whom were juniors) of the University of Texas as reported by Bown and Veldman,[1] are also shown in Table 24.

On the pre-test, out of a possible high score of 240, caregivers' total scores ranged from a low of 110 to a high of 232 with a mean of 185.75. Seven caregivers had scores over 200; seven had scores between 160 and 200; and two had scores below 135. On the post-test, total scores ranged from a low of 137 to a high of 224; the majority of caregivers (11) obtained scores between 169 and 200. The mean total score on the post test of 186.69 did not differ significantly from the mean pre test total score. Most caregivers began the program with relatively high self-concepts. The two women with the lowest scores on the pre-test (131 and 110) did raise their scores by over twenty-five points (157 and 137, respectively) on the post-test.

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[1]Bown, O. H. and Veldman, D. J. Scoring Procedure and College Freshman Norms for the Self-Report Inventory. Preliminary draft of SRI manual. The University of Texas, 1975.

Table 24

Basic Statistics and Correlated t-tests on Pre- and Post-Training Scores for 16 Caregivers on the Bown Self Report Inventory and Comparative Statistics for Female Freshmen and Education Majors[a]

Scale		Mean	Standard Deviation	Correlation	t Value
Self	Cg. Pre	23.75	5.71	0.778****	-1.11
	Cg. Post	24.75	4.16		
	Freshmen	17.91	4.92		
	Ed. Majors	20.02			
Others	Cg. Pre	22.00	5.36	0.443	0.40
	Cg. Post	21.50	3.67		
	Freshmen	19.37	3.81		
	Ed. Majors	20.54			
Children	Cg. Pre	26.87	4.75	0.630***	0.13
	Cg. Post	26.75	2.93		
	Freshmen	17.18	5.98		
	Ed. Majors	21.26			
Authority	Cg. Pre	20.94	6.19	0.658***	-2.27**
	Cg. Post	23.62	4.86		
	Freshmen	17.31	3.68		
	Ed. Majors	18.89			
Work	Cg. Pre	23.75	5.12	0.872****	0.30
	Cg. Post	23.56	4.62		
	Freshmen	14.42	4.39		
	Ed. Majors	16.49			
Reality	Cg. Pre	21.69	4.88	0.553**	0.0
	Cg. Post	21.69	3.74		
	Freshmen	15.35	3.67		
	Ed. Majors	16.67			
Parents	Cg. Pre	22.37	6.06	0.783****	1.28
	Cg. Post	23.06	6.35		
	Freshmen	17.20	6.22		
	Ed. Majors	19.57			
Hope	Cg. Pre	25.12	3.76	0.495**	0.52
	Cg. Post	24.63	3.86		
	Freshmen	19.54	3.61		
	Ed. Majors	20.89			
Total	Cg. Pre	185.75	32.04	0.883***	-0.23
	Cg. Post	186.69	21.53		
	Freshmen	138.27	20.97		
	Ed. Majors	154.38			

**P < .05
***P < .01
****P < .005

[a]Comparative Statistics are reported in Bown and Veldman (1975)

Mean scores on the eight subscales were all above 20 on both the SRI pre-test and post-test. The highest score on both administrations was on the "Children" subscale which reflects caregivers' highly positive feelings about their relationships with children (e.g., "I'm very comfortable and happy when I am with children.") The lowest score, although still a relatively high score, on the pre-test was on the "Authority" subscale e.g., "I really enjoy getting to know people who are in positions of authority." There was a significant increase in scores on the authority subscale on the post-test. This increase may reflect the fact that caregivers do work at jobs in which they are the individuals in charge of making all decisions and typically do not deal with authority figures. In the workshop program, they were exposed to people who were authorities in child care and related areas which helped them with their work as caregivers. Scores on the other subscales were high to begin with and did not change significantly.

A comparison of caregivers' scores with Bown's freshmen and elementary major samples reveals caregivers' scores were higher than both groups on every subscale. Bown points out that female elementary teaching candidates tend to have higher scores than secondary candidates and other occupational choice groups. The caregiver group was similar to the elementary teacher group in that, as one might expect, their scores on the children subscale were higher than scores on other scales. However, Bown also indicates the "rosy, idealized" outlook of elementary teaching candidates continues until such students enter the classroom as teachers, at which time their SRI profiles decline rapidly. The home day caregivers, on the other hand, have been taking care of children anywhere from 1 to 30 years and their attitudes toward self, others, children, authority, work, real-

ity, parents, and hope are highly positive.

Cognitive Test

Nineteen caregivers took the 13 item (ten true-false and three multiple-choice) cognitive pre-test and received a mean raw score of 7.6. Fifteen of the nineteen caregivers took the same 13 item post-test and obtained a mean score on the post-test of 9.6; their mean score on the pre-test was 8.5. Scores on the pre-test ranged from 6 to 13, with eight caregivers receiving scores of ten or higher. The change in scores on the post-test was as follows: none decreased, three remained the same, nine increased by one point, one increased by two points, and two increased by three points. Thus, twelve caregivers increased their scores on the post-test and three remained the same. Those items which showed a decrease of one or two points on the post-test (number 7, 9, and 12) were concerned with general principles of child development. The results of the cognitive test suggested the use of an inductive method of instruction in child development might be more effective than a deductive approach.

Naturalistic Observations

Observations made before and after the training program were compared by a correlated t-test in order to assess whether any significant change occured. Tables 25, 26, and 27 present the mean, standard deviation, correlation and 2-tail probability level, and t-value and 2-tail probability level for each observational variable for morning, afternoon, and total combined morning and afternoon observations, respectively.[1]

During the one-hour pre-training observations, the three highest mean values occurred for the categories attends child's needs (13.8 min-

[1]Data is reported only for those caregivers (n = 7) who had day care children over the course of this study.

utes), verbal control (11), and attends to personal tasks (9.4 minutes). Although caregivers spent approximately the same amount of time during post-training observations attending children's needs (13.2 minutes) and attending to personal tasks (9 minutes), the three most frequently observed behaviors were, in order, verbal questioning (19), verbal responsiveness (14), and verbal control (13.8). The three least ocurring behaviors during morning pre-training observations were: constrains and punishes (1.7), plays with children (1.8), and negative verbal reinforcement (2.1). During the post-training morning observations, the three least occurring behaviors were negative verbal reinforcement (1.5), constrains and punishes (1.7), and physical affection (4.2). As indicated in Table 25, those behavior categories in which significant change occurred at the .05 level or less, between the pre-training and post-training morning observations were: playing with children ($p < .01$), verbal teaching ($p < .01$), and verbal questioning ($p < .05$). A significant increase in these behaviors occurred during the post-training observations. An increase in the behaviors of positive verbal reinforcement, verbal social exchange, and verbal responsiveness occurred at the $p < .10$ level for the post-morning observations.

A similar pattern occurred for the afternoon observations. In the one-hour pre-training afternoon observation, the three highest occurring behaviors were, again, attends children's needs (14.6 minutes), verbal control (13.4), and attends to personal tasks (8.2 minutes). While the former and latter behaviors occupied approximately the same amount of time for caregivers in the post-training afternoon observations (13.1 and 8.2 minutes respectively), they were ranked lower in occurrence

(fourth and seventh, respectively) compared to the other categories. As in the post-training morning observations, those behaviors which occurred most frequently in the afternoon post-training observations were verbal questioning (20.1), verbal control (16.6) and verbal responsiveness (14.1). The caregivers' behaviors which had the lowest mean incidence of occurrence during afternoon pre-training observations were: constrains and punishes (.9), negative verbal reinforcement (1.9), and demonstrates skills (2.0); those three behaviors with the lowest incidence of occurrence in the post-training afternoon observations were: negative verbal reinforcement (1.1), constrains and punishes (1.6), and physical affection (3.3). The following afternoon behaviors increased in the post-training observations at the $p < .05$ level: positive verbal reinforcement ($p < .05$), verbal teaching ($p < .05$), verbal social exchange ($p < .005$), verbal questioning ($p < .005$), and verbal responsiveness ($p < .005$). The behavior demonstrates skills increased at the .10 level of significance.

A clearer and more comprehensive picture of caregiver behaviors during the naturalistic home observations is obtained when morning and afternoon observations are combined and total pre and post-training observations are compared (see Table 27). In both pre- and post-training observations caregivers spent approximately one-fourth of their time (28.6 and 26.3 minutes out of two hours, respectively), attending to children's needs e.g., giving children snacks, changing diapers, getting them toys, etc. Almost 20 minutes in the pre-training period and 17 minutes in the post-training period out of the two hour observations was spent by each caregiver in attending to her personal tasks such as cooking, talking on the phone, folding laundry, etc. Those behaviors which were most often ob-

served in the pre-training period were attends children's needs (28.6 minutes), verbal control (24.2 occurrences), and attends to personal tasks (19.6 minutes). The three most frequently occurring behaviors in the post-training period were verbal questioning (39.1), verbal control (30.5), and verbal responsiveness (28.1). A high incidence of attending children's needs (26.3 minutes) and verbal teaching (22.6) among the caregivers in the post-training period was observed. In both pre- and post-training observations, those behaviors with the lowest mean incidence of occurrence were constrains and punishes (2.1 and 3.3, respectively), and negative verbal reinforcement (4.0 and 2.5, respectively).

Those caregiver behaviors which showed no significant change from the pre- to post-training observations were physical affection, attends children's needs, attends to personal tasks, constrains and punishes, and negative verbal reinforcement. An increase at the .10 level of significance was seen in the behaviors demonstrates skills (from 4.9 to 8.2) and verbal control (from 24.2 to 30.5). The following behaviors increased significantly at the $p < .05$ level of significance from pre- to post-training periods: plays with children (from 5.1 to 10.1 at the .05 level), positive verbal reinforcement (from 5.9 to 14.0 at the .01 level), verbal teaching (from 10.3 to 22.6 at the .01 level), verbal social exchange (from 9.5 to 18.0 at the .01 level), verbal questioning (from 17.5 to 39.1 at the .005 level), and verbal responsiveness (from 11.3 to 28.1 at the .01 level). Caregiver behaviors with significant correlations from pre- to post-training periods, i.e., those behaviors in which caregivers displayed a significantly similar pattern of increase or decrease, were:

physical affection, attends children's needs, attends to personal tasks, demonstrates skills, verbal teaching, verbal social exchange, verbal control, verbal questioning, and verbal responsiveness.

An interpretation of the observed behavioral change can be related to the project's goals and workshop content. Workshops utilized a predominately verbal teaching format and staff attempted to reinforce verbal interaction on the part of caregivers. The emphasis on caregivers' contribution was also reflected in the format of the newsletter, which consisted of caregivers written ideas. It is likely then, that the caregivers increased amounts of verbal and teaching behaviors with children was a result of learning and modeling of project staff's goals and behaviors with the caregivers. It is also probable that the increase in the frequency of the behavior "plays with children" was related to the emphasis staff placed on the importance of the toy and book lending library. Those behaviors which did not increase were ones that were not demonstrated or emphasized by staff at the workshops (physical affection, attends children's needs, attends to personal tasks, constrains and punishes, and negative verbal reinforcement).

To assess the effects of caregivers' race, age, education level, and whether caregivers had or did not have their own children at home, correlated t-tests on the pre and post-training observations for these variables were performed. This section will report the results of those differences significant at the $p < .05$ level between groups on the combined morning and afternoon pre- and post-training observations.

Of the twelve Blacks and five Caucasians in the sample of caregivers there were virtually no differences in the behaviors on both

Table 25

Basic Statistics and Correlated t-tests on Morning Pre and Post Training Observations

(n = 17)

Behavior		Mean	Standard Deviation	Correlation	t-Value
Physical affection	Pre. W.	3.41	3.37	0.094	-0.57
	Post W.	4.18	4.67		
Attends to child's needs	Pre. W.	13.76	7.83	0.663****	0.33
	Post W.	13.24	8.28		
Attends to personal tasks	Pre. W.	9.41	5.97	-0.025	0.10
	Post W.	9.06	13.59		
Punishes or constrains child	Pre. W.	0.88	1.27	0.103	-1.44
	Post W.	1.71	2.11		
Demonstrates skills	Pre. W.	2.94	3.49	0.467*	-1.57
	Post W.	4.53	4.43		
Plays with child	Pre. W.	1.82	1.85	-0.019	-2.74***
	Post W.	4.88	4.18		
Positively reinforces	Pre. W.	3.18	3.50	-0.055	-1.92*
	Post W.	6.47	5.96		
Negatively reinforces	Pre. W.	2.12	2.18	0.036	0.99
	Post W.	1.47	1.66		
Verbal teaching	Pre. W.	5.41	5.28	0.674****	-2.71***
	Post W.	11.65	12.22		
Verbal social exchange	Pre. W.	5.65	5.63	0.623***	-1.97*
	Post W.	9.71	10.76		
Verbal control	Pre. W.	11.00	10.09	0.635***	-1.06
	Post W.	13.82	14.18		
Asks questions	Pre. W.	8.82	7.23	0.691****	-2.30**
	Post W.	19.00	22.45		
Verbal responsiveness	Pre. W.	5.94	6.25	0.693****	-1.73*
	Post W.	14.00	22.98		

*$p < .10$
**$p < .05$
***$p < .01$
****$p < .005$

Table 26

Basic Statistics and Correlated t-tests on Afternoon
Pre and Post Training Observations

(n = 17)

Behavior		Mean	Standard Deviation	Correlation	t-Value
Physical affection	Pre. W.	3.06	3.03	0.287	-0.32
	Post W.	3.35	3.35		
Attends to child's needs	Pre. W.	14.65	7.68	0.708****	1.03
	Post W.	13.12	8.21		
Attends to personal tasks	Pre. W.	10.24	11.19	-0.202	0.59
	Post W.	8.18	6.92		
Punishes or constrains child	Pre. W.	0.88	1.11	-0.171	-1.20
	Post W.	1.65	2.21		
Demonstrates skills	Pre. W.	2.00	3.26	0.52**	-1.71*
	Post W.	3.71	4.69		
Plays with child	Pre. W.	3.00	3.26	0.211	-1.43
	Post W.	5.06	5.72		
Positively reinforces	Pre. W.	2.71	3.13	0.353	-2.53**
	Post W.	7.53	8.40		
Negatively reinforces	Pre. W.	1.94	2.51	-0.120	1.16
	Post W.	1.12	1.22		
Verbal teaching	Pre. W.	4.76	4.35	-0.108	-2.37**
	Post W.	11.00	9.48		
Verbal social exchange	Pre. W.	3.82	3.09	0.706****	-3.23****
	Post W.	8.29	7.44		
Verbal control	Pre. W.	13.47	12.54	0.590***	-1.01
	Post W.	16.65	15.43		
Asks question	Pre. W.	8.65	6.26	0.550**	-3.23****
	Post W.	20.12	17.10		
Verbal responsiveness	Pre. W.	5.35	6.83	0.805****	-3.92****
	Post W.	14.12	13.77		

*p < .10
**p < .05
***p < .01
****p < .005

Table 27

Basic Statistics and Correlated t-tests on Combined Morning and Afternoon Pre and Post Training Observations

(n = 17)

Behavior		Mean	Standard Deviation	Correlation	t-Value
Physical affection	Pre. W.	5.94	5.20	0.505**	-1.02
	Post W.	7.53	7.20		
Attends to child's needs	Pre. W.	28.65	13.49	0.778****	1.01
	Post W.	26.35	14.56		
Attends to personal tasks	Pre. W.	19.65	12.71	0.712****	0.96
	Post W.	17.24	14.40		
Punishes or constrains	Pre. W.	2.12	2.62	-0.109	-1.00
	Post W.	3.35	4.09		
Demonstrates skills	Pre. W.	4.88	6.15	0.549**	-2.00*
	Post W.	8.24	8.00		
Plays with child	Pre. W.	5.06	4.38	0.171	-2.24**
	Post W.	10.12	9.02		
Positively reinforces	Pre. W.	5.88	5.66	0.422	-3.21***
	Post W.	14.00	11.48		
Negatively reinforces	Pre. W.	4.06	3.36	-0.130	1.54
	Post W.	2.47	2.21		
Verbal teaching	Pre. W.	10.29	7.63	0.479	-2.89***
	Post W.	22.65	19.97		
Verbal social exchange	Pre. W.	9.47	7.60	0.787****	-3.13***
	Post W.	18.00	16.18		
Verbal control	Pre. W.	24.18	21.19	0.824****	-1.72*
	Post W.	30.47	26.59		
Asks questions	Pre. W.	17.47	11.35	0.787****	-3.40****
	Post W.	39.12	34.26		
Verbal responsiveness	Pre. W.	11.29	12.43	0.901****	-2.87***
	Post W.	28.12	34.76		

*p < .10
**p < .05
***p < .01
****p < .005

the pre- and post-training observations. The only exception was the category punishes and constrains where on the post-training observations, Blacks had a mean of 2.0 and Caucasians a mean of 6.6, significant at the $p < .05$ level. Caucasians tended to punish and constrain children more frequently than Blacks.

Age differences significant at the .05 level, for the observational variables are shown in Table 28. Eight caregivers had ages between 21 and 35 and nine were older than 35. During the pre-training observations, the older caregivers spent more time than the younger caregivers attending children's needs while the younger spent more time demonstrating skills, giving verbal commands, and verbally responding. In the post-training observations, the younger caregivers again had significantly higher frequencies of demonstrating skills as well as verbal positive reinforcement, verbal teaching, and verbal social exchange.

Another question which the t-tests helped explore was whether caregivers who had their own children at home (seven in this sample) with the day care children differed from caregivers who did not have any of their own children at home (ten caregivers in the sample). Results (see Table 29) indicated that prior to the workshop program, caregivers with their own children at home had higher means on verbal social exchange, verbal commands, and verbal responsiveness. Although both groups of caregivers increased their behavior frequencies on the post-training observations, those with their own children at home maintained higher frequencies of verbal social exchange, verbal commands, and verbal responsiveness. They also had higher frequencies of verbal teaching behavior (at the .057 level) and verbal questioning behavior.

Table 28

T-tests on Age Differences of Younger Caregivers Aged 21 - 35 (n = 8) and Older Caregivers Aged 36 and Older (n = 9) for Pre and Post Training Observational Variables

Behavior Variable		Mean	Standard Deviation	t Value
Pre Training Observations				
Attends needs	Younger	21.5	9.3	-2.33**
	Older	35.0	13.9	
Demonstrates Skills	Younger	8.4	7.4	2.43**
	Older	1.8	2.2	
Verbal Commands	Younger	35.2	23.9	2.28**
	Older	14.3	12.8	
Verbal Responses	Younger	18.1	15.0	2.32**
	Older	5.3	4.9	
Post Training Observations				
Demonstrates skills	Younger	12.7	9.4	2.42**
	Older	4.2	3.4	
Verbal positively reinforces	Younger	21.6	11.7	3.27****
	Older	7.2	5.8	
Verbal teaching	Younger	35.5	21.7	2.97**
	Older	11.2	8.6	
Verbal social exchange	Younger	26.0	18.0	2.12**
	Older	10.9	10.9	

**p < .05
***p < .01
****p < .005

Table 29

T-tests on Differences Between Caregivers with Own Children at Home (n = 7) and Those Without Children at Home (n = 10) for Pre and Post Training Observational Variables

Behavior Variable		Mean	Standard Deviation	t-Value
Pre Training Observations				
Verbal social exchange	Own Children	15.1	6.3	3.26****
	No Children	5.5	5.8	
Verbal commands	Own Children	40.1	21.1	3.31****
	No Children	13.0	12.8	
Verbal responsiveness	Own Children	22.0	12.9	3.64***
	No Children	3.8	3.5	
Post Training Observations				
Verbal teaching	Own Children	35.6	24.2	2.27*
	No Children	13.6	9.8	
Verbal social exchange	Own Children	27.4	19.1	2.25**
	No Children	11.4	10.3	
Verbal commands	Own Children	46.3	23.4	2.31**
	No Children	19.4	23.7	
Verbal questionning	Own Children	64.4	33.4	3.20***
	No Children	21.4	22.3	
Verbal responsiveness	Own Children	53.1	42.3	2.60**
	No Children	10.6	11.2	

*p < .10
**p < .05
***p < .01
****p < .005

In terms of educational level, nine caregivers had an elementary or high school education and eight caregivers had some college. The only significant difference on the pre-training observations between these two groups was in the behavior variable verbal questioning where the elementary and high school group had significantly higher frequencies than the group with some college (22.6 compared to 11.7). There were no differences between the two groups on the post-training observations.

To explore the relationship between the behavior variables and further investigate differences between variables on the pre and post-training observations a varimax rotated factor analysis was performed. Results of the factor analysis of pre-workshop observations on the 13 behavior variables presented in Table 30; results of the factor analysis of post-workshop observations on the 13 behavior variables are presented in Table 31.

Five factors emerged in the analysis of the pre-workshop observations (Table 30). Factor I accounted for almost 40% of the variance and consisted of verbal interaction behavior variables (verbal social exchange, verbal control, asking questions, and verbal responsiveness), all of which loaded very highly on this factor. The second factor, which accounted for 20% of the variance, indicated an active involvement on the part of the caregivers and consisted of the following behaviors: demonstrates skills, plays with child(ren), positive verbal reinforcement and negative verbal reinforcement. The behavior variable "attends to personal tasks" had a negative loading on this factor as would be expected with caregivers involved with children. The third factor accounted for 18% of the variance and can be described as the nurturant orientation containing the behavior variables

Table 30

Factor Loadings of Thirteen Pre-Workshop Behavior Variables on Five Factors[a]

Behavior Variable (Variance)	Factor[b] I (39.2%)	II (20.1%)	III (18.3%)	IV (12.9%)	V (9.6%)
Physical affection	37	10	57	13	5
Attends to child's need	-39	19	74	-17	0
Attends to personal tasks	23	-48	-6	10	44
Punishes and constrains	-20	-9	1	10	70
Demonstrates skills	4	65	-74	5	-13
Plays with child	8	62	6	17	5
Positively reinforces	1	58	9	67	6
Negatively reinforces	36	42	23	-6	76
Verbal teaching	17	8	-4	69	5
Verbal social exchange	89	-24	2	32	1
Verbal control	80	17	-11	5	22
Asks questions	80	13	9	-1	-25
Verbal responsivness	66	-7	-10	53	11

[a]Decimals ommitted; read in hundredths
n = 17

[b]Numbers underlined indicate loadings above 40

Table 31

Factor Loadings of Thirteen Post-Workshop Behavior Variables on Four Factors[a]

	Factors[b]			
	I (44.5%)	II (25.6%)	III (18.3%)	IV (11.6%)
Physical affection	-27	<u>81</u>	-6	16
Attends to child's need	-3	<u>77</u>	-6	-4
Attends to personal tasks	-7	<u>-46</u>	<u>-70</u>	-8
Punishes and constrains	37	10	23	<u>42</u>
Demonstrates skills	-6	-4	<u>91</u>	0
Plays with child	-8	<u>81</u>	12	-31
Positively reinforces	11	-15	<u>73</u>	-16
Negatively reinforces	-6	-23	-25	<u>66</u>
Verbal teaching	<u>87</u>	-25	37	9
Verbal social exchange	<u>90</u>	5	0	19
Verbal control	<u>63</u>	-19	-24	-36
Asks questions	<u>90</u>	-19	6	-37
Verbal responsiveness	<u>93</u>	-7	-1	16

[a]Decimals ommitted; read in hundredths
n = 17

[b]Numbers underlined indicate loadings above 40

physical affection and attends children's needs. Demonstrated skills had a high negative loading on this "nurturant" factor. The fourth factor accounted for approximately 13% of the variance; it indicated a positive teaching orientation with Positive verbal reinforcement, Verbal teaching, and Verbal responsiveness loading highly. Finally, the fifth factor which accounted for the smallest amount of variance (approximately 10%) indicated a negative orientation with Attends to personal tasks, Punishes and constrains child(ren), and Negative verbal reinforcement loading highly on this factor.

In the factor analysis of the 13 post-training behavior variables (Table 31) four factors emerged. The first factor accounted for over 44% of the variance and as in factor I of the pre-training observations consisted of verbal interaction variables. However, in addition to the four verbal variables from the pre-training analysis, Verbal teaching was added to this factor and had a high loading. The second factor, which accounted for approximately 26% of the variance, was similar to factor III of the pre-training analysis, the nurturant orientation (physical affection and attends needs). An important difference may be seen in the additions of Plays with child(ren), the negative loading of Attends to personal tasks, and the elimination of the negative loading of Demonstrates skills. Thus, the first two factors accounted for 70% of the total variance. The third factor which accounted for 18% of the variances was similar to factor II of the pre-training analysis in that it consisted of demonstrates skills, positive verbal reinforcement and a negative loading of the variable attends to personal tasks. The fourth factor was highly similar to the negative orientation factor of the pre-training analysis

(Factor V) and consisted of the behaviors Punishes and constrains and Negative verbal reinforcement, accounting for the smallest portion (less than 12%) of the variance.

In assessing the impact of the training program upon the caregiver's behavior with children, the pre - post factor analysis reveals the following. First, though caregivers began the training program with a highly verbal orientation, at the completion of the program they had incorporated a teaching component into this verbal orientation which accounted for a larger percent of the variance. Second, prior to the training program, those with a nurturant orientation did not engage in behaviors such as demonstrating skills. After the program, the nurturant orientation included physical affection and attending children's needs and accounted for a larger portion of the variance. Finally, whereas prior to the workshop program, the active involvement orientation included negative as well as positive verbal reinforcement, it only included positive verbal reinforcement (in addition to demonstrates skills) after the training program.

A frequency count of the number of caregivers who increased, decreased, and remained the same on their total scores for the post-training observations in comparison with their pre-training scores is presented in Table 32. Those variables in which ten or more caregivers increased in relation to their pre-training scores were: demonstrates skills, plays with children, verbal positive reinforcement, verbal teaching, verbal social exchange, asks questions, and verbal responsiveness. Slightly more than half the caregivers increased on the behavior variables physical affection and verbal control. Ten or more caregivers decreased in the amount

of time they spent attending children's needs, attending to personal or household tasks, and in the frequency of negative verbal reinforcement they gave to children. Eight caregivers also decreased in the frequency of punishing or constraining acts.

Table 32

Number of Caregivers Who Increased, Decreased, and Remained the Same on 13 Behavior Variable from Pre to Post Training Observations

(n = 17)

Behavior Variable	# Who Increased Score	# Who Decreased Score	# Who Remained the Same
Physical affection	8	7	2
Attends child's need	6	11	0
Attends to personal tasks	7	10	0
Punishes or constrains child	7	8	2
Demonstrates skills	10	3	4
Plays with child	11	6	0
Positively reinforces	12	4	1
Negatively reinforces	6	11	0
Verbal teaching	12	4	1
Verbal social exchange	13	3	1
Verbal control	9	8	0
Asks question	11	6	0
Verbal responsiveness	13	2	2

To summarize, results of analyses performed on the pre- and post-training observations indicated caregivers increased significantly in the quantity and quality of their interactions with children. Caregivers introduced a teaching component into their initially verbal orientation. Caregivers who were formerly predominantly nurturant engaged in more physical and verbal play with children. A significant increase in all verbal behaviors including positive verbal reinforcement was noted in the post-training observations. In addition to the above, caregivers also were observed demonstrating skills more frequently. Generally, these increases cut across race and educational differences. There were tendencies for younger caregivers and those with their own children at home (most of whom overlapped with the younger caregivers) to engage in more verbal interaction, including verbal teaching with the children. The younger caregivers, being somewhat more active, engaged in a greater frequency of demonstrating skills. However, there were increases among the majority of caregivers in all behavior categories except punishes and constrains, negative verbal reinforcement, and attends to personal tasks where decreases were noted.

Interviews

Part I of the post-workshop interview repeated some questions which had been asked in the pre-workshop interview in order to more completely assess the workshop's impact upon caregivers' initial occupational self-concepts. Frequencies were computed on questions with codeable responses and content analyses were performed on open-ended questions.

Content analysis on the pre-workshop interviews revealed that when asked to describe what they do (see Table 33) most caregivers stated they

did home or family day care (60%) with other women describing themselves as babysitters (11%), substitute mothers (11%), or teachers (6%).

Table 33

Caregivers' Job Description

Question: When someone asks you, "What do you do?" -- What do you say? How would you describe what you do?

Category	Pre-Workshop n	Pre-Workshop %	Post-Workshop n	Post-Workshop %
Babysitting	2	11.1	1	5.6
Substitute mother	2	11.1	1	5.6
Home or family daycare	11	61.1	13	72.2
Teach	1	5.6	1	5.6
Other	2	11.1	2	11.1

It should be noted that caregivers had received mail and had been referred to by project staff as home day caregivers prior to their first interview. The consensus of project staff was that most caregivers had previously referred to themselves as babysitters since many had questionned the use of the term "home day caregiver." Nevertheless, when asked if babysitting was an accurate description of home day care, approximately 72% of the caregivers said no and 28% said yes. Thus, on the post-workshop interview there was a slight increase in the number of women who described themselves as home day caregivers and decrease of women who had

previously described themselves as babysitters or substitute mothers; only one, a woman during the post-interview, referred to home day care as babysitting.

When given a list of adjectives on the pre-workshop interview and asked to indicate how they felt about their experiences as a day caregiver, most caregivers indicated they were very contented (89%), successful (67%), and enthusiastic (67%), and not at all bothered (61%), worried (72%), tense (72%), frustrated (56%), unhappy (83%), unsure of self (72%), or emotionally worn out (56%). As Table 34 indicates, a similar pattern is presented on the post-workshop interview. Some notable changes were: 1) the decrease in the number of women who had felt somewhat or only a little frustrated and increase in those who now felt not at all frustrated, and 2) the decrease of women who had felt not at all enthusiastic and increase of those who felt enthusiastic.

On both pre- and post-workshop interviews, caregivers' reaction to how often problems of being a caregiver were on their minds (see Appendix F, Part I, Question #3) was similar. Most answered either very little of the time (approximately 40%), or a good part of the time (approximately 30%), with fewer responding either almost always or almost never. On both the pre- and post-workshop interviews, the majority of caregivers disagreed with the statement "As soon as the children go home, I put my job out of my mind" with one caregiver changing from agreeing to disagreeing on the post-interview. These responses reflect a concern for the children which continues even when the children are gone. Half of the caregivers on pre- and post-interviews felt that their job had become somewhat easier. However, there was an increase in those who felt the job had become much easier since becoming a caregiver (from 18% to 33%) and a corresponding de-

Table 34

Caregivers' Feelings About Job

Question: Think now of your experiences as a day caregiver -- all the daily pleasures and daily problems that you have. When you think of your experiences as a day caregiver, how ____ (READ "A" BELOW) do you feel . . . .

	Very				Somewhat				Only a Little				Not at All			
	Pre-W. Response		Post-W. Response		Pre-W. Response		Post-W. Response		Pre-W. Response		Post-W. Response		Pre-W. Response		Post-W. Response	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
A. Bothered or upset	0	0	0	0	2	11.1	3	16.7	5	27.8	5	27.8	11	61.1	10	55.6
B. Worried?	0	0	0	0	3	16.7	2	11.1	2	11.1	2	11.1	13	72.2	14	77.8
C. Contented?	16	88.9	13	72.2	1	5.6	5	27.8	1	5.6	0	0	0	0	0	0
D. Tense?	0	0	0	0	1	5.6	2	11.1	4	22.2	2	11.1	13	72.2	14	77.8
E. Frustrated?	0	0	0	0	3	16.1	2	11.1	5	27.8	2	11.1	10	55.6	14	77.8
F. Successful?	12	66.7	12	66.7	6	33.3	6	33.3	0	0	0	0	0	0	0	0
G. Unhappy?	0	0	0	0	0	0	0	0	3	16.7	2	11.1	15	83.3	16	88.9
H. Unsure of yourself	0	0	2	11.1	1	5.6	2	11.1	4	22.2	4	22.2	13	72.2	10	55.6
I. Emotionally worn out	1	5.6	1	5.6	3	16.7	2	11.1	4	22.2	2	11.1	10	55.6	13	72.2
J. Enthusiastic	14	77.8	12	66.7	4	22.2	4	22.2	0	0	0	0	0	0	2	11.1

crease in women who had previously thought it had become much more difficult or remained the same.

Though most women felt they were good or extremely good at their work (see Table 35), there was an increase in the number who viewed themselves as extremely good on the post-workshop interview. Content

Table 35

Caregivers Rating of How Good They Think They Are at Their Work

Question: How good do you think you are at the kind of work you are doing?

Categories	Pre-Workshop		Post-Workshop	
	n	%	n	%
Extremely good	5	31.3	7	38.9
Good	10	62.5	10	55.6
About average	1	6.3	1	5.6
Not too good	0	0	0	0

analysis of comments made revealed one individual who was unsure of how good she was doing, stating "don't know - do best" on the pre-workshop interview. After the workshops ended, no one expressed such uncertainty and comments increased by women who saw themselves as good or extremely good. On the pre-workshop interviews, comments were general such as "like to do better; I have a lot of confidence." However post-workshop responses tended to focus on what women had learned and what more they wished to learn. For example, one woman who rated herself as extremely good on the post-interview stated "I help prepare children for school by teaching educational concepts as well as social perspectives." There was also an increase from

pre- to post-workshop interview in the number of caregivers who felt their work does a great deal of good for the community (see Table 36) and the one caregiver who had stated "it doesn't help" now felt that her work did some good.

Table 36

Caregivers' Perceptions of How Much Good They Feel Their Work Does for the Community

Categories	Pre-Workshop n	Pre-Workshop %	Post-Workshop n	Post-Workshop %
A great deal of good	9	52.9	13	72.2
Some good	7	41.2	5	27.8
A little good	0	0.0	0	0.0
It doesn't help	1	5.9	0	0.0

This increased concern about professional development is also reflected in caregivers' responses to the question of how they would like to spend their leisure time (see Table 37). The percentage of caregivers who stated they would spend more time on personal improvement activities increased from 53% to 78% from pre- to post-workshop and there was a corresponding decline in those who would spend their time on leisure or domestic activities.

There were a number of questions which dealt with caregivers' satisfaction with their jobs. One question asked caregivers to sort a stack of cards, each one referring to some aspect of work (such as pay, job security, etc.) into four piles according to how satisfied caregivers were with each aspect of their work. Results are shown in Table 38. On both pre- and post-

Table 37

Caregivers' Feelings About How to Spend Leisure Time

Question: If you had more time, in which of the following ways would you spend it?

Categories	Pre-Workshop n	Pre-Workshop %	Post-Workshop n	Post-Workshop %
On personal improvement -- classes, reading	9	52.9	14	77.8
On leisure activities -- TV, sports	5	29.4	2	11.1
On domestic activities -- working, cleaning, etc.	3	17.6	2	11.1

workshop interviews, more than three-fourths of all caregivers reported being very satisfied with the following aspects of their work: how interesting the work is, the chance to help people, opportunity to make their own decisions, and the chance to use their abilities. The majority of caregivers were satisfied with every aspect mentioned. There were few major changes from pre- to post-workshop interview, given the rosy outlook caregivers had before beginning the training program. However, there was some evidence of a tendency to adopt a more realistic outlook about their work e.g., the decrease in the number of women who were very satisfied with job security and how highly people regard the job. There was an increase in the number of women who felt very satisfied with the opportunity to feel pride in their work. In addition, after the training program, fewer women reported dissatisfaction with how tiring they found their work and more than half felt very satisfied about this job aspect.

Table 38

Caregivers' Satisfaction with Various Aspects of Their Work

	Degree of Satisfaction															
	Very Satisfied				Somewhat Satisfied				Somewhat Dissatisfied				Very Dissatisfied			
	Pre-W. Response		Post-W. Response		Pre-W. Response		Post-W. Response		Pre-W. Response		Post-W. Response		Pre-W. Response		Post-W. Response	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
The pay?	9	50.0	8	44.4	4	22.2	7	38.9	5	27.8	2	11.1	0	0.0	1	5.6
How interesting the work is?	16	88.9	15	83.3	2	11.1	3	16.7	0	0.0	0	0.0	0	0.0	0	0.0
Chance for exciting and/or challenging work?	13	72.2	10	55.6	9	22.2	7	38.9	1	5.6	1	5.6	0	0.0	0	0.0
Having a supervisor?	11	64.7	13	72.2	4	23.5	3	16.7	0	0.0	2	11.1	2	11.8	0	0.0
Having co-workers?	9	52.9	13	72.2	6	35.3	3	16.7	0	0.0	2	11.1	2	11.8	0	0.0
The hours you work?	9	50.0	9	50.0	6	33.3	4	22.2	3	16.7	5	27.8	0	0.0	0	0.0
How tiring the work is?	3	29.4	10	55.6	10	58.3	8	44.4	1	5.9	0	0.0	1	5.9	0	0.0
How highly people regard the job?	9	52.9	6	33.3	6	35.3	6	33.3	2	11.8	3	16.7	0	0.0	3	16.7
Opportunity to feel pride in your work?	10	58.8	14	77.8	6	35.3	4	22.2	1	5.9	0	0.0	0	0.0	0	0.0
Job security?	9	52.9	9	50.0	2	11.8	9	50.0	3	17.6	4	22.2	3	17.6	1	5.6
The amount of freedom you have?	8	47.1	7	38.9	8	47.1	9	50.0	1	5.9	0	0.0	0	0.0	2	11.1
The chance to help people?	15	88.2	16	88.9	1	5.9	2	11.1	1	5.9	0	0.0	0	0.0	0	0.0
Not being under too much pressure?	11	68.8	12	66.7	4	25.0	4	22.2	1	6.3	1	5.6	0	0.0	1	5.6

(Continued)

Table 38 (Cont'd)

Caregivers' Satisfaction with Various Aspects of Their Work

	Degree of Satisfaction															
	Very Satisfied				Somewhat Satisfied				Somewhat Dissatisfied				Very Dissatisfied			
	Pre-W. Response		Post-W. Response		Pre-W. Response		Post-W. Response		Pre-W. Response		Post-W. Response		Pre-W. Response		Post-W. Response	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Opportunity to make your own dicisions?	14	82.4	15	83.3	2	11.8	3	16.7	1	5.9	0	0.0	0	0.0	0	0.0
The chance to get ahead?	7	41.2	8	44.4	7	41.2	7	38.9	2	11.8	2	11.1	1	5.9	1	5.6
The chance to use your abilities?	15	88.2	14	77.8	2	11.8	4	22.2	0	0.0	0	0.0	0	0.0	0	0.0
Opportunity to excerise leadership?	12	70.6	10	55.6	5	29.4	7	38.9	0	0.0	1	5.6	0	0.0	0	0.0

There was also an increase in the number of women who felt their jobs had become much easier (from 17.6% to 33.3%). The one day caregiver who had felt the job had become much more difficult no longer felt this way after the training program. About half answered their jobs had become somewhat easier on both pre and post-workshop interviews.

A similar breakdown occurred on pre and post-workshop interviews for caregivers' overall rating of how satisfied they were with the job as a whole. On the pre-workshop interview, fifteen caregivers said very satisfied, two said fairly satisfied, and none said somewhat or very dissatisfied (only 17 caregivers responded to this question). On the post-workshop interview, fifteen again said they were very satisfied and three stated they were fairly satisfied. Over three-fourths of the caregivers recommended their jobs very highly and no one did not recommend jobs on both pre and post-workshop interviews.

In order to ascertain caregivers' perception of status or prestige of home day care, they were read a list of occupations ranked from highest to lowest prestige and indicated where they would place their jobs. Table 39 lists the occupations in the order they were read and presents caregivers' responses on the pre and post-workshop interviews. School teacher was the modal response on both pre and post-workshop questions with more than one-third of the caregivers selecting this response. However, there was an increase, on the post-workshop responses, of caregivers who selected the higher status occupations of doctor and psychologist and decrease of those who choose the lower status occupations of department store clerk and plumber, carpenter. Another question asked "what sort of prestige does your family day care home have in the com-

Table 39

Caregivers' Ranking of Their Job Status in Terms of Other Occupations

Categories	Pre-Workshop n	Pre-Workshop %	Post-Workshop n	Post-Workshop %
Doctors	1	5.9	3	16.7
College Professors	0	0.0	0	0.0
Lawyers	0	0.0	0	0.0
Psychologist	3	17.6	5	27.8
Artist, musician	1	5.6	0	0.0
School teacher	6	35.3	7	38.9
Social worker	1	5.9	2	11.1
Plumber, carpenter	2	11.8	1	5.6
Department storeclerk	3	17.6	0	0.0
Waitress	0	0.0	0	0.0
Janitor	0	0.0	0	0.0

munity (how much do people look up to women who do family day care?)". On the pre-workshop interview, most caregivers (11 out of 17) chose somewhat high. There was an increase on the post-workshop interview of caregivers who viewed their prestige as "very high" (from 4 to 8 caregivers), and a slight increase (from 2 to 4 caregivers) who said "somewhat low".

Some questions were concerned with the amount of time caregivers engaged in professional activities and the type of activities in which their day care children were involved. As Table 40 indicates, there was an increase in the amount of time caregivers stated they participated in all professional activities listed.

Table 40

Caregivers' Participation in Professional Activities

	Frequency of Participation in Activity															
	Very Frequently				Occasionally				Seldom				Never			
	Pre-W. Response		Post-W. Response		Pre-W. Response		Post-W. Response		Pre-W. Response		Post-W. Response		Pre-W. Response		Post-W. Response	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Attend meetings	4	23.5	11	61.1	4	23.5	5	27.8	2	11.8	1	5.6	7	41.2	1	5.6
Attend conferences	1	6.3	3	16.7	4	25.0	5	27.8	1	6.3	4	22.2	10	62.5	6	33.3
Attend lectures, classes	3	18.8	5	27.8	5	31.3	6	33.3	1	6.3	3	16.6	7	56.3	4	22.2
Read articles on child care	9	52.9	11	61.1	4	23.5	5	27.8	2	11.8	1	5.6	2	11.8	1	5.6
Read articles on teaching techniques	4	25.0	6	33.3	4	25.0	7	38.9	4	25.0	4	22.2	4	25.0	1	5.6
Read articles on health care and nutrition	8	47.1	11	61.1	4	23.5	5	27.8	4	23.5	1	5.6	1	5.9	1	5.6
Read related books	6	35.3	9	50.0	5	29.4	5	27.8	3	17.6	3	16.7	3	17.6	1	5.6
Talk to other people (Professional and/or neighbor) about day care	8	47.1	13	72.2	6	35.3	5	27.8	0	0.0	0	0.0	3	17.6	1	5.6

Those activities evidencing the greatest increases from pre to post-training interviews were attending meetings and talking to other people about day care. When asked which activities they felt had changed since attending the Roosevelt program, more than 50% said they spend more time now reading articles on child care (61%), reading articles on health care and nutrition (56%), and talking to others about day care (72%). Exactly half the women felt they now read more articles about teaching techniques and generally read more related books.

Table 41 reveals caregivers pre and post-workshop responses to the question "Do you do any teaching or demonstrations with the children?" It is apparent that there was a large increase in the amount of time caregivers reported they did teaching or demonstrations with the children. Whereas only four caregivers had formerly reported almost always engaging in such activities, the number had increased to ten after the training program.

Table 41

Amount of Time Caregivers Engage in Teaching or Demonstrations

Categories	Pre-Workshop		Post-Workshop	
	n	%	n	%
Almost always or always	4	22.2	10	55.6
Often	5	27.8	2	11.1
Occasionally	5	27.8	4	22.2
Rarely or never	4	22.2	2	11.1

In terms of the types of activities engaged in by children, there was an increase in the amount of time caregivers reported children engaged in all activities, except watching television which showed a slight decrease. Those indoor activities which showed the largest increases from pre- to post-workshop interviews were: using crayons and water paints, reading silently, dressing up, playing with blocks and Lego, and playing with dolls, animals, toy people, etc. Outdoor activities which showed the largest increases were vigorous running games, messy games, playing on yard equipment, and taking field trips. Whereas television viewing had been one of the more popular activities before the program, it was now secondary to some of the other activities mentioned above. The most dramatic change occurred with the activity drawing and water color painting, in which one-third of the caregivers had formerly reported children almost always were engaged; after the program 82% stated children were involved in this activity.

The post-workshop interviews also were aimed at assessing whether there had been any change in the caregivers' day care operation. There was an increase from one-third to one-half of the number of caregivers who reported they were operating at capacity. Regarding fees, most caregivers were charging about $25.00 per week per child both before and after the training program. However, there was a decrease in the number who charged less than $25 (from 4 to 2 caregivers) and an increase in the number who charged more than $25 (from 2 to 4 caregivers).

Caregivers were asked about their long-term plans in the pre- and post-training interviews. As presented in Table 42 there was an increase in the number of caregivers (from 1 to 3) who stated they would continue

Table 42

Longterm Plans

Question: How long do you plan to continue providing family day care?

Categories	Pre-Workshop n	Pre-Workshop %	Post-Workshop n	Post-Workshop %
0 - 1 year	0	0.0		0.0
1 - 3 years	1	5.6	3	16.7
Indefinitely	9	50.0	13	72.2
Unsure	8	44.4	2	11.1

to provide home day care from 1 - 3 years and an even larger increase (from 9 to 13 caregivers) of those who saw themselves in this type of work for an indefinite period of time. The number of caregivers who were unsure about their plans decreased from 8 to 2. Content analysis of another question asking caregivers "What are your long term plans?" revealed the pre-workshop category of unsure was eliminated. The number of caregivers who wished to expand services given in the home increased from three to eleven, and responses became much more specific in regard to the nature of the expansion, (e.g., take in more children, obtain more educational and play items). The number of those desiring to establish a new facility increased from one to three. A type of change mentioned by three caregivers at the post-workshop interviews, which had not been referred to before, were plans to attend college and obtain a degree in early childhood education.

In summary, although caregivers began the training program with a generally positive view of themselves as caregivers, they completed the

program with a greater awareness of their roles as day caregivers and themselves as professionals. This point is best illustrated by the content analysis of the pre and post-workshop responses to the following two questions: 1) "You've been in this difficult job of day care parent for some time. How do you feel about it now?" and 2) "What are some of the main problems of the job of day care parent?"

Concerning the first question, a measure of the increased professionalism of the caregivers can be seen in the difference between the four pre-workshop responses that discussed the pleasures of watching children learn and grow, and the four post-workshop responses that discussed helping children develop socially and educationally. The latter responses suggest a more active and significant role for the caregiver. The new found significance of their roles as caregivers is also seen in the increased number (from four to seven) who saw home day care as a profession. On the post-workshop interview, two new types of responses were noted: "I'm self-employed, I'm a home day caregiver" and "home day care gives me the opportunity to be independent," both revealing the caregivers more developed sense of themselves as independent professionals. There was an overwhelming sense of the rewarding nature of their work with fifteen positive pre-workshop and seventeen positive post-workshop responses. Only one negative response was given during the pre-workshop interview and it stated the work was something the caregiver was "supposed to do." There were no negative responses following the workshops.

There was a qualitative change in the caregivers' views on the main problems of their jobs. Before the workshops, areas which were seen as problematic included eating, potty training, weariness, catching the children's ailments, settling arguments, and disciplining spoiled or "sassy"

children. None of these were mentioned in the post-workshop interviews which suggests the workshops aided in mastering a variety of skills. One area that drew increased complaints over time was the caregivers' problems with the parents, such as bringing children earlier and picking them up later than the scheduled hours. Other grievances became more sophisticated e.g., a general statement of parental neglect changed to a specific complaint about poor nutrition resulting in frequent illness. Also, a new complaint was entered about parents not following up on caregiver activities such as discipline and educational training. Three individuals had complained of parents not paying; there were no such complaints following the workshops, perhaps due to the workshops on dealing with parents.

A new area of problems that appeared in the post-workshop interviews gave additional evidence of the participants increased concern with issues of professional excellence. Their desire to make decisions that benefitted each child on an individual basis, to make sure their judgements were correct, to focus on quality care, and to have larger space and better organization, all reveal high standards of their expectations of themselves as professionals.

VI. Conclusions

The Educational Services for Home Day Caregivers Program was successful in accomplishing its specific objectives as follows:

-- Objective 1: To increase the caregivers' understanding and knowledge of child growth and development.

Three workshops were directly concerned with the topic of child development, while the rest indirectly touched upon the subject. Caregivers rated all workshops highly, especially the one dealing with the development and rearing of infants and toddlers. They also rated the book on child development, Braga's Learning and Growing, of which they received individual copies, highly. The women indicated in the post-workshop interviews that they felt they had learned a great deal about child development and, in fact, wanted to learn even more about it. Although they increased their scores on the pre- post-test on children's development, there was still some material which had not been mastered. The topic of sex role stereotyping proved to be controversial but showed some change toward less stereotyping in caregivers' attitudes. Observations revealed caregivers applied their increased knowledge of child growth and development by engaging the child in more verbal, teaching-type, stimulating interactions.

-- Objective 2: To increase the caregivers' understanding of the types and use of activities and materials appropriate for use with young children.

The toy and book lending library was extensively utilized and rated highly by the caregivers. The arts and crafts workshop was rated useful and interesting by all caregivers. The women contributed their ideas a-

bout children's activities and materials to their newsletter, the BUGLE, which they also rated highly as a useful component of the workshop. On the post-workshop interview, most women referred to specific changes they had made by their increased use of educational activities for children. Observations revealed caregivers increased significantly in the amount of time they played with children and demonstrated skills.

-- Objective 3: To enhance the career awareness and occupational self-concept of the caregivers.

One workshop dealt directly with the role of the caregiver and, throughout the program, project staff attempted to make the women more aware of the significance of their roles. Caregivers started the program with a generally positive view of themselves, but completed the program with a greater awareness of their roles as caregivers and themselves as "professionals." As a result of the program, there was an increase in the number of caregivers who raised their fees, expanded their services, attended other conferences, and planned to obtain a degree in early childhood education.

-- Objective 4: To provide a setting which enables day caregivers to exchange information and ideas among themselves.

Prior to the training program, few caregivers had any contact with others who provided home day care. In addition to hearing from child care experts, caregivers expressed the need and were provided with an opportunity to talk to the other day caregivers. A coffee break proved most successful in this regard. The BUGLE enabled the women to reach a wider audience. Contacts were made between women in all parts of the city.

One may view this program as a model educational delivery system for sub-professionals involved in home day care. Despite differences in age, ethnic background, socioeconomic status or educational level, it was found that women in home day care shared common problems and complaints which could be remedied by the design and implementation of an appropriate training program. To anyone who attempts to replicate such a program, it must be stressed that the key element here is to involve the participants from the begining in the planning of the program. This was accomplished, in the present program, by a comprehensive educational needs assessment. Also, it was found that the participants needed and appreciated the time to chat with each other informally, in addition to planned discussion periods conducted by project staff.

Naturally, there are limitations in any small scale action research project which is concerned equally with providing services and undertaking a comprehensive evaluation. On the one hand, from a research perspective it would have been better to have separate evaluators not involved in the training program to conduct the assessment. Also, two observers at each naturalistic observation would have provided better reliability checks. From an economic standpoint, however, these alternatives were not possible. On the other hand, participants in a training program such as this one, are most interested in the services component, and resent being asked to fill out many forms, answer many questions, and feel, as one women expressed, as subjects in an experiment. In this project, the need for independent evaluators was overruled by the need for familiar observers in the home setting to obtain an unaltered and unbiased evaluation. In addition, data obtained in observations was confirmed by information supplied

by caregivers in separate interviews, supporting the view that multi-methods provide the most accurate and complete perspectives.

With more women, who have young children entering the labor force, and the widespread use of home day care in this country, there is a need for both research and training in home day care to be conducted. Research is needed to assess the impact of home day care, as well as other forms of day care, on the children's cognitive, social-emotional, and physical growth. This investigation has indicated that just as there are different styles of mothering, there are different styles of home day caregiving, and more research is needed to assess these effects on the children. A related question which needs to be answered is "What are the effects on the child whose caregiver's values differ from the parental values?" With more information it should be possible, in the future, for parents, in cooperation with licensing agencies, to more closely match their children with the type of day care environment best suited for the children.

In the meantime, there is a need for programs which are geared toward upgrading the training of home day caregivers. The question of "What should be the licensing standards in regard to training and education of home day caregivers?" needs to be seriously raised. Given the current conditions of small salaries and long working hours, it is, indeed, difficult for caregivers to participate in outside programs. However, if subsidies are provided in the form of stipends and babysitting services, and programs geared to the needs of the participants, then it is realistic to require and encourage training for home day caregivers.

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APPENDIX A

LETTER OF INVITATION

A SPECIAL INVITATION

Dear Home Day Caregiver:

We are pleased to invite you to participate in a new project taking place at Roosevelt University which has been designed with YOU in mind. The project is currently looking for licensed and about to be licensed home day caregivers to participate. The participants would:

1. Meet with other home day caregivers to exchange ideas and information.
2. Participate in discussions on child care and development, child crafts, educational activities, health, and nutrition conducted by early childhood educators.
3. Give us suggestions for a monthly newsletter for home day caregivers.
4. Help us observe the children in your home so we can learn more about the day to day realities of providing home day care.
5. Earn $25. per month as home day care consultants to the project.

The meetings and discussions would take place at Roosevelt University located at 430 South Michigan Avenue every other Saturday over a period of six months (December to May). Babysitting for your own children would be provided free of charge.

It's time that home day caregivers receive some special attention. This project would enable you to get together with other home day caregivers, to share ideas, and to learn more about some of the things you think are important in taking care of children. If you are interested and have the time to take part in the project, just complete the form below and enclose it in the self-addressed envelope. Please let us hear from you soon since we can only select a limited number of participants and the program starts in September.

Any questions? Contact Janice Colbert or Marci Enos at Roosevelt University. Phone number: 341-3868. We look forward to your reply.

NAME_____

Address_____

City_____ Zip Code_____ Phone_____

Are you presently licensed? YES_____ NO_____ Have applied for licensing___

How many children do you currently care for?_____

How many years have you been providing home day care?_____

Would you need babysitting for your own children for the Saturday sessions?

YES_____ NO_____

If yes, how many children?_____ Ages of children_____

Would you be driving to Roosevelt? YES_____ NO_____

APPENDIX B

TASK SHEET: CHOOSING WORKSHOP TOPICS

Educational Services for Home Day Caregivers

Task Sheet: Choosing Workshop Topics

Put a check next to any question about which you feel you want to know more:

_____ What is the true role of the Home day caregiver?

_____ How can the view that people have of home day care be changed?

_____ What do you do about a child's nosebleed?

_____ Is nosebleed ever a sign of anything serious?

_____ What is the best immediate treatment for a burn?

_____ What do you do if a child is choking?

_____ How do you get an ambulance if you need one?

_____ What should go into a first aid kit?

_____ How do you read a thermometer?

_____ Can you usually ignore it when a child falls?

_____ When should a child be toilet trained?

_____ What should young children eat?

_____ Are any foods bad for young children?

_____ How do you save money on food and still give children nutritious meals and snacks?

_____ Can young children safely learn to cook?

_____ How do you keep records for income tax purposes?

_____ What kinds of expenses are deductible in daycare?

_____ Is it bad if a child will only eat one thing?

_____ When do children learn to hop on one foot?

_____ Are pacifiers bad for children?

_____ What about the child who won't drink milk?

_____ Is it bad if a child is not walking at two?

_____ Should thumb sucking be stopped?

_____ How do you make a home safer for young children?

_____ What do you do if a child seems to be having an epileptic seizure?

_____ Is water play or messy play (like mud pies) necessary for children?

_____ What is the role of creative art in children's growth?

_____ Do two year olds and three year olds play in the same way?

_____ If a baby cries a lot, does that mean he is going to be a difficult child?

_____ Can you "spoil" a child?

_____ Is it bad for children to touch their genitals (private parts of the body)?

_____ Are emotionally disturbed children born that way?

_____ Are some children just naturally bad?

_____ How do I set fees for daycare?

_____ How does music fit into the child's life?

_____ When is a child able to learn colors?

_____ Should young children watch cartoons on TV?

_____ Does spanking help children?

_____ Do nice people ever abuse their own children?

_____ How do you manage a child who bites?

_____ Do good children ever tell lies?

_____ What is a hyperactive child?

_____ How do children learn to talk?

_____ What is the best way to deal with difficult parents?

_____ How do we tell the parents about our services?

_____ Where do we get free or cheap books and materials for children?

_____ How can I improve or encourage children's language development?

_____ If the children like me very much does that hurt their relationship with their own mothers?

_____ Are boys and girls different in any way except physically?

_____ Should children know where babies come from?

_____ How do children learn their moral values?

_____ What is the value of stories and books in children's lives?

_____ Should preschool children learn science or math?

_____ What do I do if I think I am caring for a "battered" child (a victim of child abuse)?

_____ How do my emotional feelings affect the children?

_____ How do I deal with a child I dislike?

_____ What kinds of things do the children see or learn from me that I am aware of?

_____ What are the normal developmental stages of children?

_____ What are some of the fairly common emotional problems of early childhood?

_____ How do I help a child whose parents are going through a divorce?

_____ How should I deal with parents who I feel are not taking good care of their child?

_____ How can I reorganize my home so as to increase the physical play space?

_____ How can I help children develop a good self concept and feel good about themselves?

_____ How can I help the children prepare to leave me and the day care setting?

_____ What kinds of toys and games can be made at home?

_____ Should I try to help parents with their problems if they seem to affect the child?

_____ How do I fit into the world of work?

_____ What do I do after I stop being a home day caregiver?

_____ Where can I find out more about other careers in child care or early childhood?

Other questions you'd like to ask and answer:

_____

_____

_____

_____

_____

APPENDIX C

SUMMARY OF WORKSHOP SESSIONS

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Summary of the Workshop Sessions

Workshop Number	Date	Focus and Summary
1	December 13, 1975	Orientation: Welcoming remarks and information about project background, funding and intent were delivered by project staff and funding agency representatives. Caregivers chose subsequent workshop topics.
2	January 10, 1976	How Children Acquire Values, Professor Henrietta Schwartz. Report of Workshop Topic choices from December 13 th needs assessment. Toy Demonstration to initiate the Toy Lending Library. Initiate the session evaluation by caregivers.
3	January 24, 1976	The Role of the Caregiver, Project Staff. Role-playing by caregivers of the various styles of child care. (Agenda notes that coffee break goodies are provided by caregivers.) First discussion of Newsletter and picking of name: The Home Day Care Mothers' BUGLE. Evaluation of session.
4	February 7, 1976	Common Concerns About Parents and Helping Children Cope With Parents' Problems -- Divorce, Illness, Neglect and Abuse, Professor Marci Enos and Project Staff. Textbooks distributed. Discussion of articles for the BUGLE. Evaluation of session.
5	February 21, 1976	The Development of the Child from Birth to Age Two, Professor Janice Colbert, Project Co-director. Film:"Rock-A-Bye Baby". First BUGLE issue distributed. Rotation of toys and books from library. Session evaluation.
6	March 6, 1976	The Development of the Child During the Preschool Years (Ages 2 - 5): A. Mental and Language Development B. Discussion: How Do Children Learn Sex Appropriate Behavior? C. Personality Development D. Children's Play and Physical Development Professor Janice Colbert. Film: "Frustrating 4's and Fascinating 5's." BUGLE articles collected; toys and books rotated. Session evaluation.

Workshop Number	Date	Focus and Summary
7	March 20, 1976	Income Tax Implications for Home Day Caregivers, guest leader, Mr. Mitch Piatek, Accountant, First National Bank of Chicago. "Current Status of Home Day Care: Management Procedures," guest speaker, Mr. Michael Sacks, Department of Children and Family Services. Film: The Power of Speech. Distribution of the BUGLE and rotation of toys and books. Evaluation of session.
8	April 3, 1976	The Psycho-sexual Stages of the Development of Children and Some Special Problems of Childhood, Professor Marci Enos, Project Co-director. Your Questions about Children's Problems, caregivers to project staff. Film: "It's OKay to Be Deaf, Denise" Discussion of BUGLE articles; toy and book rotation; session evaluation.
9	April 24, 1976	Making Teaching Materials from Found Materials, workshop organized by Mrs. Penny Levin, Director, Bernard Horwich JCC Nursery School. "Telling a Story with Flannel Board," Mrs. Penny Levin. More Teaching Toys, Ms. Leslie Marcovitz, Student Teacher at Bernard Horwich JCC, Early Childhood Education, Northern Illinois University and Ms. Rebecca Nissenson, Student Teacher at Bernard Horwich JCC, Early Childhood Education, Roosevelt University. Group Sing! - Songs for Children, Rebecca Nissenson. Distribution of third edition of the BUGLE; toy and book rotation; session evaluation.
10	May 8, 1976	Art and Children A. How Children's Art Develops and B. Some Other Meanings of Children's Art, Professor Marci Enos using examples of day care children's art collected and donated by caregivers. Open Forum and Wrap-up, Professor Janice Colbert, caregivers and staff. Planning for final workshop and graduation. Group photograph for Home Day Care BUGLE. Toy and book exchange; session evaluation.
11	May 22, 1976	Graduation Workshop Welcome and Introduction of Speaker, Professor Marci Enos. Guest Speaker: Current Issues in Health Care for Young Children, Dr. Agnes Lattimer, M.D., Department of Pediatrics, Cook County Hospital.

"An Overview of the Project," Professor Henrietta Schwartz.
"Greetings from Roosevelt University," Dean Milton Greenberg, Vice-President for Academic Affairs and Dean of Faculties, Roosevelt University.
Graduation Address and Presentation of Certificates, Dean Robert Koff, College of Education, Roosevelt University.
Caregivers Speak Their Minds, several caregiver participants.
Looking Toward the Future, Professor Janice Colbert
"Grab-bag" - gifts for caregivers.
Luncheon (prepared by all caregivers) followed ceremony.

APPENDIX D

TOY AND BOOK EVALUATION FORM

Your Name:_____ Date:_____

Home Day Caregivers

TOY AND BOOK EVALUATION SHEET

NAME OF TOY:_____

Number of children who used the toy:_____

Ages of children who used the toy;_____

How did the children tend to play with this toy:

Check all that apply:

/ / Alone

/ / With other children

/ / With the caregiver

/ / Did not play with toy much or at all

How much did you "play" with the toy along with the child? Check one below:

Not at all	Very little	Sometimes	Frequently

If you played along with the child or children while they played with the toy, what did you do?

_____

_____

What kinds of things did the child or children do with the toy?

Did the children use the toy in any unusual ways? If so, how?

Did the children ever get bored with or tired of the toy? When?

Did the children ever fight over the toy? Explain?

Rate how much you think the children liked this toy, in general: (Check one)

Did not like it at all	Did not like it too much	Liked it fairly well	Liked it very much

How much did YOU like this toy:

Did not like it at all	Did not like it too much	Liked it fairly well	Liked it very much

Any other comments about this toy? (Such as, how safe was it? Was it sturdy? etc.)

APPENDIX E

PRE-TRAINING INTERVIEW SCHEDULE

I.

Code:_____
Date:_____

Home Day Care Occupational Self-Concept Interview

1. When someone asks you, "What do you do?" -- What do you say? -- How would you describe what you do?

2. Sometimes people refer to home day care as babysitting, would you say that's an accurate description?

_____ Yes _____ No

3. a) Some people are so attached to their occupation that they cannot imagine changing to do anything else, while others would be only too glad to change to some other occupation. How about you: would you say that you could not imagine changing, you could imagine it but are not eager to change, you would prefer to change, or would you be only too glad to change?

You could not imagine changing 1

You could imagine it but are not eager to change 2

You would prefer to change 3

Be only too glad to change 4

Don't know 5

Comments: _____

_____

_____

b) What would you want to change to?

c) Why?

4. Think now of your experiences as a day caregiver -- all the daily pleasures and daily problems that you have. When you think of your experiences as a day caregiver, how _____ (READ "A" BELOW) do you feel .....

	Very	Somewhat	Only A Little	Not At All	Comments
A. Bothered or upset?.....	1	2	3	4	
B. Worried?.....	1	2	3	4	
C. Contented?.....	1	2	3	4	
D. Tense?.....	1	2	3	4	
E. Frustrated?.....	1	2	3	4	
F. Successful?.....	1	2	3	4	
G. Unhappy?.....	1	2	3	4	
H. Unsure of yourself?.....	1	2	3	4	
I. Emotionally worn out?.....	1	2	3	4	
J. Enthusiastic.....	1	2	3	4	

I.

5. Does being a caregiver ever interfere with your role as:

_____ wife

_____ mother

_____ guardian

_____ other

How? Comments:_____

_____

_____

6. Regarding how your husband feels about your employment, would you say that:

You both agree that it is a good idea? 1

You think it's a better idea than your husband does? 2

Your husband thinks it's a better idea than you do? 3

Neither of you think it is a good idea? 4

(Probe)_____

_____

Comments:_____

_____

_____

7. Do you think the parents could easily find a replacement for you?

_____ Yes _____ No If yes, why?_____

_____

_____

_____

_____

8. How do parents benefit from the services you offer?

_____

_____

(More space on next page.)

I.

_____

_____

_____

_____

9. How long do you plan to continue providing family day care?

a. _____ 0-1 years

b. _____ 1-3 years

c. _____ indefinitely

d. _____ unsure

10. What are your long term plans?

a. _____ continue same work

b. _____ continue but make some changes (specify)_____

_____

_____

_____

c. _____ shift to something else in the early childhood field (specify)_____

_____

_____

_____

d. _____ shift to another field

e. _____ retire

f. _____ other

g. _____ don't know

I.

11. If you were to inherit a million dollars, would you:

a. _____ continue same work

b. _____ continue but make some changes (specify)_____

_____

_____

_____

c. _____ shift to something else in early childhood field (specify)_____

_____

_____

_____

d. _____ shift to another field

e. _____ retire

f. _____ other

g. _____ don't know

12. Would you say the women's movement, women's liberation, the Equal Rights Amendment, etc. has affected your feelings about what women should do?

_____ Yes _____ No

How?_____

_____

_____

_____

15. Would you say the women's movemnt has affected your feelings about what you do on your job?

_____ Yes _____ No

How?_____

_____

	Very highly	Fairly highly	Somewhat	Not very much
16. How highly would you recommend this type of job?	1	2	3	4

II.

Code: _____
Date: _____

How I Feel About My Work

1. Directions: Here is a stack of cards. Each card contains an adjective or statement about some aspect of work. For example, the first card has "active" written on it. Look at each card and decide if it generally describes your job, does not describe your job, or if you cannot decide. Place the card in 1 of the 3 appropriately marked places.

(1) _____ Active
(2) _____ Boring
(3) _____ Challenging
(4) _____ Creative
(5) _____ Different
(6) _____ Dignified
(7) _____ Easy
(8) _____ Endless
(9) _____ Fascinating
(10) _____ Frustrating
(11) _____ Fun
(12) _____ Gives a sense of accomplishment
(13) _____ Good
(14) _____ Healthful
(15) _____ Intelligent
(16) _____ No privacy
(17) _____ On your feet
(18) _____ Pleasant
(19) _____ Practical
(20) _____ Repetitive
(21) _____ Respected
(22) _____ Restrictive
(23) _____ Routine
(24) _____ Satisfying
(25) _____ Self-centered
(26) _____ Selfless (self-centered)
(27) _____ Simple
(28) _____ Steady
(29) _____ Stimulating
(30) _____ Tiresome
(31) _____ Unstable
(32) _____ Useful
(33) _____ Versatile

Comments: _____

_____

_____

2. Directions: Read each statement. Indicate how strongly you agree or disagree with the statement.

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
A. As soon as the children go home, I put my job out of my mind.....	1	2	3	4
B. I don't really expect to get much pleasure out of my work.....	1	2	3	4
C. My job brings out the best in me....	1	2	3	4
D. As time goes by, most of my job problems get solved, even if I don't do anything about them.....	1	2	3	4

Comments: _____

_____

_____

_____

II

3. a) The following exercise requires you to sort some cards with phrases on them which refer to different aspects of jobs. (The phrases are listed below.) We want you to sort these cards into these marked envelopes, according to how important these things are to you. First, imagine that you are looking for a new job -- a terrific job you've admired and thought about, or day dreamed about. Then, look through the cards and decide how important each aspect would be for you in terms of this ideal job. The envelopes are marked: Very Important, Somewhat Important, Not Particularly Important, or Not Important At All. Place each card in the marked envelope where it belongs according to how important it is for you. Now, please sort cards.

b) Now, think about your own job as a day caregiver. Sort these cards according to how satisfied you are with each of these possible job aspects: Very Satisfied, Somewhat Satisfied, Somewhat Dissatisfied, or Very Dissatisfied.

	VI	SI	NPI	NIAA		VS	SS	SD	VD
a) The pay?	1	2	3	4		1	2	3	4
b) How interesting the work is?	1	2	3	4		1	2	3	4
c) Chance for exciting and/or challenging work?	1	2	3	4		1	2	3	4
d) Having a supervisor?	1	2	3	4		1	2	3	4
e) Having co-workers?	1	2	3	4		1	2	3	4
f) The hours you work?	1	2	3	4		1	2	3	4
g) How tiring the work is?	1	2	3	4		1	2	3	4
h) How highly people regard the job?	1	2	3	4		1	2	3	4
i) Opportunity to feel pride in your work?	1	2	3	4		1	2	3	4
j) Job security?	1	2	3	4		1	2	3	4
k) The amount of freedom you have?	1	2	3	4		1	2	3	4
l) The chance to help people?	1	2	3	4		1	2	3	4
m) Not being under too much pressure	1	2	3	4		1	2	3	4
n) Opportunity to make your own decisions?	1	2	3	4		1	2	3	4
o) The chance to get ahead?	1	2	3	4		1	2	3	4
p) The chance to use your abilities?	1	2	3	4		1	2	3	4
q) Opportunity to exercise leadership?	1	2	3	4		1	2	3	4

Comments: _____

II.

4. Do you think it is a real accomplishment to be good at your work?

Yes, definitely 1

Yes, to some degree 2

Not particularly. 3

Not at all. 4

Comments: _____

_____

_____

5. How good do you think you are at the kind of work you are doing -- would you say that you are extremely good, good, about average, or not too good?

Extremely good 1

Good 2

About Average 3

Not too good 4

Comments: _____

_____

_____

6. Here is a list of jobs which are listed in order of status or prestige from the highest at the top to the lowest at the bottom. Read the list and indicate where you think your job would fit.

Doctor 1
College Professor 2
Lawyer 3
Psychologist.....4
Artist, musician.....5
School teacher.....6
Social worker.....7
Plumber, carpenter.....8
Factory worker.....9
Department store clerk.....10
Waitress.....11
Janitor.....12

Comments: _____

_____

_____

II.

7. Directions: This stack of cards contains statements about different aspects of your life style such as your occupation, income, etc. Imagine you could make any changes you wanted in your life style. Put the cards in order with the change you'd most like to make on top of the pile, next like to make underneath it, and so on with the change you'd least like to make on the bottom. Use all 7 cards.

_____ occupation
_____ income
_____ help received--maid, cleaning lady, etc.
_____ relationships with other people (i.e. husband, relatives, boyfriend, friends, etc.)
_____ number of friends you have
_____ your own physical characteristics (i.e. age, weight, height)
_____ your own personality characteristics (i.e. friendliness, moodiness, etc.)

Comments: _____

_____

_____

8. How often do you have contact with other people who do family day care?

Almost Always or Always 1

Often 2

Occasionally 3

Rarely or Never 4

Comments: _____

_____

_____

_____

	Very demanding	Somewhat demanding	Not too demanding	Never demanding
9. a) Generally, how physically demanding do you feel your work is?	1	2	3	4
Generally, how emotionally demanding do you feel your work is?	1	2	3	4
Generally, how intellectually demanding do you feel your job is?	1	2	3	4

	Physical	Emotional	Intellectual
b) Which aspect is most demanding?	1	2	3
c) Which aspect is least demanding?	1	2	3

How? Comments: _____

_____

_____

_____

10. What sort of prestige does your family day care home have in the community? (How much do people look up to women who do family day care?)

Very high 1

Somewhat high 2

Somewhat low 3

Very low 4

Comments: _____

_____

_____

11. During a typical day, how often do you find that problems of being a day caregiver are on your mind? Is it:

Almost always 1

A good part of the time 2

Very little of the time 3

Almost never or not at all 4

Comments: _____

_____

_____

_____

II.

12. All things considered, how satisfied are you with the job as a whole -- are you very satisfied, fairly satisfied, somewhat dissatisfied, or very dissatisfied?

Very satisfied 1

Fairly satisfied 2

Somewhat dissatisfied 3

Very dissatisfied 4

Comments:_____

_____

_____

13. If you had more time, in which of the following ways would you spend it. (Indicate one)

_____ On personal improvement--classes, reading, etc.
_____ On leisure activities--TV, sports
_____ On domestic activities--cooking, cleaning, etc.
_____ Other (specify)_____

Comments:_____

_____

_____

14. On most days how often does time seem to drag for you -- Almost Always or Always, Often, Occasionally, Rarely or Never?

Almost Always or Always 1

Often 2

Occasionally 3

Rarely or Never 4

Comments:_____

_____

_____

15. Considering your experiences in having a job and running your home, how often:

	Almost Always or Always	Often	Occasionally	Rarely or Never
A. Do you just have more to do than you can handle?.....	1	2	3	4
B. Do you have too little time for household jobs?.....	1	2	3	4
C. Do you have free time for yourself?.....	1	2	3	4

Comments: _____

_____

_____

16. How much good do you think your work does for the community -- a great deal of good, some good, a little good, it doesn't help?

A great deal of good 1

Some good 2

A little good 3

It doesn't help 4

Comments: _____

_____

_____

II.

17. Since becoming a day caregiver, has your job generally become much easier for you, somewhat easier, has it stayed about the same, has it become somewhat more difficult, or much more difficult?

Much easier 1

Somewhat easier 2

About the same 3

Somewhat more difficult 4

Much more difficult . . 5

Comments: _____

_____

18. Directions: The following is a list of statements describing one's feelings about one's income. Please sort the list into two piles: one pile of those statements that apply to your feelings about your income from day care and one pile for those statements that don't apply.

_____ Income adequate for normal expenses
_____ Barely live on income
_____ Bad
_____ Income provides luxuries for me
_____ Insecure
_____ Less than I deserve
_____ Highly paid
_____ Under paid

Comments: _____

_____

19. How frequently do you feel you need help with the following aspects of your work?

	Almost Always or Always	Often	Occasionally	Rarely or Never
1. Money management	1	2	3	4
2. Planning activities	1	2	3	4
3. Housework	1	2	3	4
4. Physical care of children	1	2	3	4
5. Health and nutritional care of children	1	2	3	4
6. Supervision of children	1	2	3	4
7. Discipline of children	1	2	3	4
8. Emergency care of children	1	2	3	4

(continued on next page)

11.

	Almost Always or Always	Often	Occasionally	Rarely or Never
9. Teaching children social skills (how to get along with others, etc.)	1	2	3	4
10. Teaching children educational skills (ABC's, numbers, etc.)	1	2	3	4

11. Any others (list)_____

_____

_____

_____

Comments:_____

_____

_____

_____

20. Directions: Each card in this stack describes a reason for becoming a day caregiver. Read them all and then select seven of the reasons which describe why you are a day caregiver. Then, place the 7 cards in order with the most important reason why you are a day caregiver first, the second most important reason next and so on until the least important.

_____ a. I want to provide a higher standard of living for the family.
_____ b. I like to have my own money.
_____ c. This is the only kind of work that I do well.
_____ d. I need to support myself.
_____ e. I need to support my family.
_____ f. I have a desire to provide a service to children.
_____ g. I like to be with young children.
_____ h. I work to satisfy my own personal needs.
_____ i. I do this to help my friends and neighbors.
_____ j. This work lets me stay home with my own children.
_____ k. I am filling time between other jobs.
_____ l. I am trying to gain experience so I can get a better job in the field of childcare.
_____ m. I find the role of substitute mother rewarding.
_____ n. I want to provide a service to working women.
_____ o. I enjoy the freedom that this job allows me.

Comments:_____

_____

_____

II.

Directions: For the next 2 questions, I will read the question and a choice of 2 answers. Indicate which one of the 2 statements you agree with.

21. What do you think women should be like?

(1) _____ Women should do many things including being leaders in politics, the professions and business (the same work as men).

(2) _____ Women should center their lives in the home and family and their jobs should be in such fields as teaching, nursing and secretarial service (different work from men).

How strongly do you feel about your answer?

(very weak) _____ 1 _____ 2 _____ 3 _____ 4 (strong)

Comments: _____

_____

_____

22. What do you think women should do?

(1) _____ It is not a good idea for women to work. They should devote themselves only to their homes and family.

(2) _____ It is a good idea for women to work. They don't have to devote themselves only to their homes and family.

How strongly do you feel about your answer?

(very weak) _____ 1 _____ 2 _____ 3 _____ 4 (strong)

Comments: _____

_____

_____

_____

_____

_____

_____

23. Indicate how often you participate in the following activites relating to day care:

	Very frequently	Occasionally	Seldom	Never
a. attend meetings	1	2	3	4
b. attend conferences	1	2	3	4
c. attend lectures, classes	1	2	3	4
d. read articles on child care	1	2	3	4
e. read articles on health care and nutrition	1	2	3	4
f. read articles on teaching techniques	1	2	3	4
g. read related books	1	2	3	4
h. talk to other people (professional) and/or neighbor) about day care	1	2	3	4

i. other (specify)_____

_____

_____

_____

III.

Code:_____
Date:_____

Home Day Care Interview

Now we would like to ask you some questions about your background in day care, your relationships with the children's parents, and with the children themselves:

1. How long have you been operating a day care home?

_____ less than 1 year

_____ 1-3 years

_____ 3 1/2-5 years

_____ more than 5 years

2. How did you happen to get involved in home day care?

3. When were you licensed by the Department of Children and Family Services?

_____ Year of licensing

How did you know about or happen to decide to become licensed?

a. Has the fact that you are licensed made any difference to you? (// adv., disadv.)

_____ Yes _____ No

III.

b. Do you receive any help or services from the Department? _____ Yes _____ No
Do they provide any training? _____ Yes _____ No If yes, which one(s)?

c. How often do they visit you?

_____ Almost Always or Always _____ Often _____ Occasionally

_____ Rarely or Never

d. What is the purpose of their visits?

e. Are you involved with any other child care agencies or groups? _____ Yes _____ No
If yes, which one(s)?

4. How did the children's parents learn about your services?

a. Do you advertise your service? _____ Yes _____ No If yes, how?

b. How long have you been living in this neighborhood?

c. Do you find you get referrals from neighborhood people?

____ Almost Always or Always ____ Often _____ Occasionally ____ Rarely or Never

d. How much do you and the parents talk about the children?

____ Almost Always or Always ____ Often ____ Occasionally ____ Rarely or Never

e. How important do you think it is to talk to the parents about the children?

_____Very important _____Somewhat important _____Not too important

_____ Not important at all

f. Which parent do you usually talk to? Mother_____ Father_____ Both_____
Either_____

g. When do you talk to them?

_____ When child is dropped off
_____ When child is picked up
_____ On telephone
_____ At scheduled times
_____ Other

III.

h. What do you talk to them about?

_____ child's behavior (good/bad)
_____ child's daily activity
_____ child's health
_____ money matters
_____ other

i. What do you find the parents are most concerned about?

_____ child's behavior (good/bad)
_____ child's daily activity
_____ child's health
_____ money matters
_____ other
_____ parent's are not that concerned about child

j. Do you find that mothers and fathers have different concerns? _____ Yes _____ No
If so, how do they differ?

Mother's concerns

Father's concerns

III.

k. Do you see any of the parents on a social basis? _____ Yes _____ No If yes, which one? Mother_____ Father_____

l. Do they ever help you, in any way, with the children, or with arrangements for the children? _____ Yes _____ No If yes, how.

m. Does the parent ever give you specific instructions about the child's routines or care? _____ Yes _____ No If yes, describe what kind.

n. Do parents frequently ask you to take care of their children overtime?

____ Almost Always or Always ____ Often ____ Occasionally ____ Rarely or Never

o. Do you usually charge extra_____ or not charge at all_____?

III.

p. Each person is differnt in her approach to children. Do you feel your way of caring for the children is

_____ Basically the same as the parents would care for them.
_____ Differs in a few important respects.
_____ Differs in several major ways.
_____ Is almost totally different.

5. How do you establish rules with a new parent? Let's say I came to you interested in having you care for my one year old child. What would you tell me about how you would care for my child?

III.

a. Suppose I wanted to know how my child would spend the day? Do you have specific routines or prepared schedules that you follow? _____ Yes _____ No

_____ Almost Always or Always _____ Often _____ Occasionally

_____ Rarely or Never

Describe:

b. Do you do any teaching or demonstrations with the children?

_____ Almost Always or Always _____ Often _____ Occasionally

_____ Rarely or Never

Comments:

6. What do the children call you?

_____ Mrs. Blank _____ teacher _____ other _____ first name

_____ Ms. Blank _____ Whatever they want

III.

7. You've been in this difficult job of day care parent for some time. How do you feel about it now? (// rewarding, disappointing, is it a profession?)

8. What are some of the main problems of the job of day care parent?

III.

9. (Ask this question only if the care giver has her own children in home.)

a. How do your children react to having the other children here? (// Jealous? Are they friends?)

b. How do you feel about this situation?

c. Do you notice any differences in your attitude or expectations of your own children in comparison to your attitude or expectations of the day care children? (// either re: discipline, schedules, parents rules)

_____ Basically the same _____ Differs in a few important aspects

_____ Differs in several major ways _____ Almost totally different

Code:_____
Date:_____

Home Day Care Questionnaire

1. Do you have children of your own? Yes_____ No_____

   If yes, how many? _____

2. If yes, how many?_____

   What are the names of your children at home?

		Age	Sex
1.			
2.			
3.			
4.			
5.			
6.			

3. How many day care children do you have? _____
   What are their names, ages and sex?

	Name	Age	Sex
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

4. Are you operating at capacity? Yes_____ No_____
   If no, how many children are you licensed to care for? _____
   How many under 2? _____

5. Are there any other people helping you take care of the children?

   Yes_____ No_____

IV.

(If yes) How many? _____ Help regularly_____ Ocassionally_____

Who are they?	Check if they receive pay.	Salary	Average time worked per week.	Duties
___ Spouse	_____	_____	_____	_____
___ Older child(ren)	_____	_____	_____	_____
___ Neighbor	_____	_____	_____	_____
___ Other Resident	_____	_____	_____	_____
___ Parent of child	_____	_____	_____	_____
___ Paid non-relative assistant		_____	_____	_____

Other _____

_____

6. Do you have someone who can substitute for you if you are ill? Yes _____ No _____

(If yes) who?

___ Spouse

___ Paid non-relative assistant

___ Older child(ren) Comments _____

___ Neighbor _____

___ Other resident _____

___ Parent of Child _____

___ Other: _____

(If not) What arrangements do you make when you are ill for a short time (a day of two)?

___ Try to make it through the day somehow with the children.

___ Cancel work that day, but parents are expected to pay.

___Cancel work that day, but receive no pay from parents.

___ Other (Explain): _____

IV.

7. Do you generally charge on a daily or weekly basis for day care?

_____ Daily basis

_____ Weekly basis

8. What amount do you charge? _____ per day

_____ per week

9. Does everyone pay the same rate? Yes_____ No _____

(If not) What factors determine the fee?

_____ Age of child Explain:_____

_____ Full-time vs. part-time Explain:_____

_____Parents' income Explain:_____

_____ Arrangements for providing food Explain:_____

_____ Other Explain _____

If you vary fees, what is the range of fees?

From $_____ to $_____ per day

From $_____ to $_____ per week

10. What hours is your home open for day care? Comments:

____ Mornings only _____a.m. to ___a.m. _____

____ Afternoons only _____p.m. to ___p.m. _____

____ All day _____a.m. to ___p.m. _____

____ Evenings only _____p.m. to ___p.m. _____

____ Overnight _____

IV.

11. Day care homes vary with regard to arrangements for food and other services. Check who, in your current or previous experience, has been mainly responsible for providing the following:

	Caregiver Usually provides	Parent usually provides	Both Provide	Not usual provi
Regular food				
Milk				
Formula				
Baby food				
Diapers				
Toys				
Baby furniture				
Picking and/or dropping off child				
Special services such as washing/ ironing				

Any comments? _____

_____

_____

_____

12. What meals do you serve? Describe the food you serve on a typical day:

____ Breakfast _____

____ A.M. Snack _____

____ Lunch _____

____ P.M. Snack _____

____ Supper _____

Comments: _____

_____

_____

_____

IV.

13. Would you accept a child on a bottle? . . . . . Yes____ No____

Would you accept a child on a special diet? . . . . . Yes____ No____

Would you accept a child who was not toilet trained? . . . . . Yes____ No____

Would you accept a child who has asthma? . . . . . Yes____ No____

Would accept a child who has other allergies? . . . . . Yes____ No____

Would you accept a child who speaks another language? . . . . . Yes____ No____

Would you accept a child who was somewhat physically handicapped? . . . Yes____ No____

Would you accept a mentally retarded child? . . . . . Yes____ No____

Would you accept a child who has behavior problems? . . . . . Yes____ No____

Comments: _____

_____

_____

_____

14. The following is a list of toys and equipment for children. Please check, in the appropriate column, those that you own and use with the children and those that you would like to have:

		I have.	I would like to have.
1.	large boxes		
2.	sawhorses		
3.	slide		
4.	ropes		
5.	tires		
6.	inner tubes		
7.	sandbox and tools		
8.	frisbees		
9.	horseshoes		
10.	crayons		
11.	puzzles		
12.	blocks		
13.	scissors		
14.	leggo		
15.	jacks		
16.	paints		
17.	books		
18.	number games		
19.	rhyming games		
20.	records and phonograph		
21.	TV		
22.	color, sound and touch discrimination toys		
23.	pegs and pegboard		

	I have.	I would like to have.
24. paints	_____	_____
25. tempera	_____	_____
26. clay	_____	_____
27. chalk	_____	_____
28. dolls	_____	_____
29. dollhouses	_____	_____
30. toy people	_____	_____
31. animals	_____	_____
32. machines	_____	_____
33. dressup clothes	_____	_____
34. toy household items (such as stoves, telephones, etc.)	_____	_____

other (specify)_____

15. How often are the children involved in the following types of activities:

	Almost Always	Often	Occasionally	Rarely or Never
Indoor:				
reading aloud	1	2	3	4
reading silently	1	2	3	4
watching TV	1	2	3	4
discussing TV programs	1	2	3	4
making up stories	1	2	3	4
dressing up	1	2	3	4
playing with blocks, leggo	1	2	3	4
using crayons, water paints, etc	1	2	3	4
playing with dolls, toy people, animals, or machines	1	2	3	4
other_____				
_____				

	Almost Always	Often	Occasionally	Rarely or Never
Outdoor:				
vigorous, running games	1	2	3	4
messy games	1	2	3	4
going out to eat	1	2	3	4
going to the store	1	2	3	4
riding wagons, tricycles, etc	1	2	3	4
playing on swings, boxes, other yard equipment	1	2	3	4
taking field trips	1	2	3	4

Where do you and the children go on field trips? (check)
pet store____, museum____, factory or park____, farm____, fire station____,
city buildings____, library____, park____, zoo____, beach____, other (describe):

_____

_____

_____

APPENDIX F

POST-TRAINING INTERVIEW SCHEDULE

Name _____
Date _____
Interviewer _____

Home Day Care Post-Workshop Interview

PART I

1. (7) When someone asks you, "What do you do?" -- What do you say? -- How would you describe what you do?

1 _____babysitting
2 _____substitute mother
3 _____home or family daycare
4 _____teach
5 _____other _____

2. (8) Sometimes people refer to home day care as babysitting, would you say that's an accurate description?

1 _____yes 2 _____no

3. Think now of your experiences as a day caregiver -- all the daily pleasures and daily problems that you have. When you think of your experiences as a day caregiver, how _____ (READ "A" BELOW) do you feel .....

		Very	Somewhat	Only A Little	Not At All	Comments
(9)	A. Bothered or upset?.	1	2	3	4	
(10)	B. Worried?.	1	2	3	4	
(11)	C. Contented?.	1	2	3	4	
(12)	D. Tense?.	1	2	3	4	
(13)	E. Frustrated?	1	2	3	4	
(14)	F. Successful?	1	2	3	4	
(15)	G. Unhappy?.	1	2	3	4	
(16)	H. Unsure of yourself?	1	2	3	4	
(17)	I. Emotionally worn out?	1	2	3	4	
(18)	J. Enthusiastic.	1	2	3	4	

4. (19) How long do you plan to continue providing family day care?

1.a. _____ 0-1 years
2.b. _____ 1-3 years
3.c. _____ indefinitely
4.d. _____ unsure

5. (20) What are your long term plans?

1.a. _____ continue same work

2.b. _____ continue but make some changes (specify) _____

_____

_____

_____

3.c. _____ shift to something else in the early childhood field (specify)

_____

_____

_____

_____

4.d. _____ shift to another field

5.e. _____ retire

6.f. _____ other

7.g. _____ don't know

6. (21) How highly would you recommend this type of job?

Very highly	Fairly highly	Somewhat	Not very much
1	2	3	4

7. (22) Directions: Read each statement. Indicate how strongly you agree or disagree with the statement.

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
	1	2	3	4

A. As soon as the children go home, I put my job out of my mind. . . . . .

8. Now, think about your own job as a day caregiver. Sort these cards according to how satisfied you are with each of these possible job aspects: Very Satisfied, Somewhat Satisfied, Somewhat Dissatisfied, or Very Dissatisfied.

		VS	SS	SD	VD
(23)a)	The pay?	1	2	3	4
(24)b)	How interesting the work is?	1	2	3	4
(25)c)	Chance for exciting and/or challenging work?	1	2	3	4
(26)d)	Having a supervisor?	1	2	3	4
(27)e)	Having co-workers?	1	2	3	4
(28)f)	The hours you work?	1	2	3	4
(29)g)	How tiring the work is?	1	2	3	4
(30)h)	How highly people regard the job?	1	2	3	4
(31)i)	Opportunity to feel pride in your work?	1	2	3	4
(32)j)	Job security?	1	2	3	4
(33)k)	The amount of freedom you have?	1	2	3	4
(34)l)	The chance to help people?	1	2	3	4
(35)m)	Not being under too much pressure?	1	2	3	4
(36)n)	Opportunity to make your own decisions?	1	2	3	4
(37)o)	The chance to get ahead?	1	2	3	4
(38)p)	The chance to use your abilities?	1	2	3	4
(39)q)	Opportunity to exercise leadership?	1	2	3	4

9. (40) How good do you think you are at the kind of work you are doing -- would you say that you are extremely good, good, about average, or not too good?

Extremely good 1

Good 2

About Average. 3

Not too good 4

Comments: _____

10. (41-42) Here is a list of jobs which are listed in order of status or prestige from the highest at the top to the lowest at the bottom. Read the list and indicate where you think your job would fit.

Doctors. 1
College Professors 2
Lawyers. 3
Psychologist 4
Artist, musician 5
School teacher 6
Social worker. 7
Plumber, carpenter 8
Factory worker 9
Department store clerk 10
Waitress. 11
Janitor 12

11. (43) What sort of prestige does you family day care home have in the community? (How much do people look up to women who do family day care?)

Very high 1
Somewhat high 2
Somewhat low 3
Very low 4

Comments:_____
_____
_____
_____

12. (44) During a typical day, how often do you find that problems of being a day caregiver are on your mind? Is it:

Almost always 1
A good part of the time 2
Very little of the time 3
Almost never or not at all 4

Comments:_____
_____
_____
_____

13. (45) All things considered, how satisfied are you with the job as a whole -- are you very satisfied, fairly satisfied, somewhat dissatisfied, or very dissatisfied?

Very satisfied 1
Fairly satisfied 2
Somewhat dissatisfied. 3
Very dissatisfied. 4

Comments:_____
_____
_____

14. (46) If you had more time, in which of the following ways would you spend it? (Indicate one)

1. _____ On personal improvement -- classes, reading, etc.
2. _____ On leisure activities -- TV, sports
3. _____ On domestic activities -- cooking, cleaning, etc.
4. _____ Other (specify) _____

Comments: _____

15. (47) How much good do you think your work does for the community -- a great deal of good, some good, a little good, it doesn't help?

A great deal of good 1
Some good 2
A little good 3
It doesn't help 4

Comments: _____

16. (48) Since becoming a day caregiver, has your job generally become much easier for you, somewhat easier, has it stayed about the same, has it become somewhat more difficult, or much more difficult?

Much easier 1
Somewhat easier 2
About the same. 3
Somewhat more difficult 4
Much more difficult 5

Comments: _____

17. How helpful have the workshops been with the following aspects of your work?

		very helpful	somewhat	not too helpful	nothelpful at all
(49)	1. Money management	1	2	3	4
(50)	2. Planning activities	1	2	3	4
(51)	3. Physical care of the children	1	2	3	4
(52)	4. Health and nutritional care of the children	1	2	3	4
(53)	5. Supervision of children	1	2	3	4
(54)	6. Discipline of children	1	2	3	4
(55)	7. Emergency care of children	1	2	3	4
(56)	8. Teaching children social skills (how to get along with others, etc.)	1	2	3	4
(57)	9. Teaching children educational skills (ABC's, numbers, etc.)	1	2	3	4
(58)	10. Any others (list) _____ _____				

18. Indicate how often you participate in the following activities relating to day care:

		Very frequently	Occasionally	Seldom	Neve
(59)a.	attend meetings	1	2	3	4
(60)b.	attend conferences	1	2	3	4
(61)c.	attend lectures, classes	1	2	3	4
(62)d.	read articles on child care	1	2	3	4
(63)e.	read articles on health care and nutrition	1	2	3	4
(64)f.	read articles on teaching techniques	1	2	3	4
(65)g.	read related books	1	2	3	4
(66)h.	talk to other people (professional) and/or neighbor) about day care	1	2	3	4

(67)i. other (specify)_____
_____
_____
_____

19. Do you think the frequency of (a,b,c, ...) has changed or stayed the same?

		Changed	Stayed the Same
(68)a.	attend meetings	1	2
(69)b.	attend conferences	1	2
(70)c.	attend lectures, classes	1	2
(71)d.	read articles on child care	1	2
(72)e.	read articles on health care, nutr.	1	2
(73)f.	read articles on teaching techniques	1	2
(74)g.	read related books	1	2
(75)h.	talk to others about day care	1	2

(76)20. Do you do any teaching or demonstrations with the children?

1 _____Almost Always or Always 2_____ Often 3_____ Occasionally

4_____ Rarely or Never

Comments:_____
_____
_____
_____

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21. You've been in this difficult job of day care parent for some time. How do you feel about it now? (rewarding, disappointing, is it a profession?)

_____

_____

_____

_____

_____

_____

_____

_____

22. What are some of the main problems of the job of day care parent?

_____

_____

_____

_____

_____

_____

77-78) 23. How many day care children do you have? _____
What are their names, ages and sex?

	Name	Age	Sex
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____
10.	_____	_____	_____

24. (15) Are you operating at capacity? Yes _____ No _____
If no, how many children are you licensed to care for? _____
(16-17) How many under 2?_____

25. (18-19) What amount do you charge? _____ per day
_____ per week

26. How often are the children involved in the following types of activities:

	Always	Often	Seldom	Never
Indoor:				
(20)reading aloud.	1	2	3	4
(21)reading silently	1	2	3	4
(22)watching TV	1	2	3	4
(23)discussing TV programs	1	2	3	4
(24)making up stories.	1	2	3	4
(25)dressing up	1	2	3	4
(26)playing with blocks, leggo	1	2	3	4
(27)using crayons, water paints, etc.. .	1	2	3	4
(28)playing with dolls, toy people, animals, or machines	1	2	3	4
(29)other _____				
_____				
_____				

	Always	Often	Seldom	Never
Outdoor:				
(30)vigorous, running games	1	2	3	4
(31)messy games	1	2	3	4
(32)going out to eat	1	2	3	4
(33)going out to the store	1	2	3	4
(34)riding wagons, tricycles, etc. . . .	1	2	3	4
(35)playing on swings, boxes other yard equipment	1	2	3	4
(36)taking field trips.	1	2	3	4

Where do you and the children go on field trips? (check)
pet store ____, museum ____, factory or park ____, fire station ____,
city buildings ____, library ____, park ____, zoo ____, beach ____,
other (describe):_____
_____
_____

Name _____ (1-6)
Date _____
Interviewer _____

Home Day Care Post-Workshop Interview

Part II: Please answer the following questions based upon your experience in Roosevelt University's Home Day Care Program this year.

1. Rank the workshops from most useful to least useful. Place the one that was most useful on top; 2nd most useful underneath it, and so on until you have ranked all 10. (use cards)

(7) ____ Jan. 10: Moral values and moral development of children - Henny Schwartz
(8) ____ Jan. 24: Role of the Caregiver (role playing session) - staff
(9) ____ Feb. 7: Working with Parents - staff
(10) ____ Feb. 21: Child Development I: the infant and toddler - Janice
(11) ____ Mar. 6: Child Development II: the preschool child - Janice
(12) ____ Mar. 20: Taxes and Financial Planning - Mitch Piatek
(13) ____ Apr. 3: The Emotional Growth of the Child - Marci
(14) ____ Apr. 24: Arts and Crafts - Penny Levin
(15) ____ May 8: The Meaning of Art in the Lives of Young Children - Marci
(16) ____ May 22: Health Care for Young Children - Dr. Agnes Lattimer

2. How helpful and informative were the following aspects of the workshop program?

	1 very helpful	2 somewhat helpful	3 not too helpful	4 not helpful at all
a) Films				
(17) 1. Rock-a-bye-baby	____	____	____	____
(18) 2. The Story of Denise: A Deaf Child	____	____	____	____
(19) 3. Frustrating Fours and Fascinating Fives	____	____	____	____
(20) 4. The Development of Language	____	____	____	____
b) Books				
(21) 1. Braga. Learning and Growing	____	____	____	____
(22) 2. Other books in the book lending library	____	____	____	____
(23) 3. Handouts	____	____	____	____
(24) c) Toys in the toy lending library	____	____	____	____

Comments: _____

	1 very helpful	2 somewhat helpful	3 not too helpful	4 not helpful at all
(25) d) Guest speakers	____	____	____	____

Comments: _____

(26) e) The Bugle ____ ____ ____ ____

Comments: _____

(27) f) Lectures led by staff ____ ____ ____ ____

Comments: _____

(28) g) Discussions led by staff ____ ____ ____ ____

Comments: _____

(29) h) Role playing experience ____ ____ ____ ____

Comments: _____

(30) i) Informal aspects such as coffee break, informal chats ____ ____ ____ ____

Comments: _____

(31) j) Babysitting services ____ ____ ____ ____

Comments: _____

	1 very helpful	2 somewhat helpful	3 not too helpful	4 not helpful at all
(32) k) Filling out the evaluation and other forms	____	____	____	____

Comments:_____

3. What did you like most about the workshops?

4. What did you like least about the workshops?

5. What would you like to know more about that was not covered in the workshops?

6. What topics that were covered in the workshops would you like to know more about? Please list:

7. What other toys would you have liked?

8. What other books would you have liked?

_____
_____
_____
_____
_____
_____
_____
_____

(33) 9. Since meeting the other home day caregivers, how often do you see or speak to them?

1	2	3	4
very often	often	Occasionally	Rarely or Almost Never

Comments: _____
_____
_____
_____

(34) 10. Do you ever get referrals from the other home day caregivers?

1	2	3	4
very often	often	Occasionally	Rarely or Almost Never

Comments: _____
_____
_____
_____

(35) 11. Do you intend to keep in touch with other home day caregivers?

1	2
___Yes	__No

Comments: _____
_____
_____
_____

12. What other contacts did you make that resulted from your workshop interests?

_____
_____
_____
_____
_____
_____
_____
_____

13. What changes would you like to see if we were to continue the program again next year?

14. As a result of the program, have you or are you planning to make any changes in the way you operate your family day care home?

a. Fees

b. Kinds of activities e.g. field trips, teaching, arts and crafts

c. Number of hours you are open

d. Where you get referrals

e. Manner of advertising

f. Manner of interviewing and selecting children

g. Number of children cared for

h. Manner of record keeping

i. Amount of equipment

j. Other

15. Do you feel that your approach to the children has changed in any one of the following areas? If so, how?

a. method of discipline

b. toilet training

c. the attitude that 'boys must be boys' and'girls must be girls'

d. watching TV

e. amount of time spent or manner of teaching and/or playing with the children

f. other

16. Have you noticed any other changes in your attitude, feelings or behaviors toward the children and/or yourself? _____yes _____no
Explain:
_____
_____
_____
_____

(36) 17. Are you going to seek any further training related to day care?

1 ____courses for college credit
2 ____workshops
3 ____other _____
4 ____none

18. a. Would you attend another series of workshops sponsored by Roosevelt University?
1 _____yes 2 _____no

Comments:_____
_____
_____
_____

b. If yes, would you attend:
on a voluntary basis ____yes ____no
if you had to pay ____yes ____no
if you received course credit but had to pay ____yes ____no
if babysitting services were not available (answer only if you have young children) ____yes ____no

19. At which of the following times (check all that apply) would you attend?
____Saturday mornings
____Saturday afternoons
____Sunday mornings
____Sunday afternoons
____Other (Indicate) _____

20. Would you offer your help in planning and carrying out a new program next year?
____yes ____no

If yes, in what capacity?
____putting together a newsletter
____helping with the workshops
____recruiting family day caregivers
____giving demonstrations or talks
____other

APPENDIX G

ATTITUDES TOWARD CHILDREARING INSTRUMENT

NAME _____

DATE _____

ATTITUDES ABOUT CHILD REARING

PART I

Directions: Please read each of the statements as to whether you strongly agree, mildly agree, mildly disagree, or strongly disagree. If you cannot decide whether you agree or disagree with the statement, then rate it as uncertain. There are no right or wrong answers, so answer according to your own convictions. Draw a circle around the pair of letters that best express your feelings.

Strongly Agree - SA
Mildly Agree - MA
Uncertain - UN
Mildly Disagree - MD
Strongly Disagree - SD

1.	Independent and mature children are less lovable than those children who obviously want and need attention.	SA	MA	UN	MD	SD
2.	Parents should sacrifice everything for their children.	SA	MA	UN	MD	SD
3.	A child should have strict discipline in order to develop a fine, strong character.	SA	MA	UN	MD	SD
4.	Children should not be punished for doing anything they have seen their caregivers do.	SA	MA	UN	MD	SD
5.	A child should be seen and not heard.	SA	MA	UN	MD	SD
6.	The most important consideration in planning the activities of the home should be the needs and interests of the child.	SA	MA	UN	MD	SD
7.	Children begin to become independent from their parents soon after birth.	SA	MA	UN	MD	SD
8.	Babies are more fun to take care of than are older children.	SA	MA	UN	MD	SD
9.	Children should be allowed to make only minor decisions for themselves.	SA	MA	UN	MD	SD

Strongly Agree - SA
Mildly Agree - MA
Uncertain - UN
Strongly Disagree - SD
Mildly Disagree - MD

10.	Strict discipline weakens a child's personality.	SA	MA	UN	MD	SD
11.	Children should be allowed to play with any youngsters they like.	SA	MA	UN	MD	SD
12.	Parents are generally too busy to answer a child's questions.	SA	MA	UN	MD	SD
13.	When they can't have their own way, children usually try to bargain or reason with adults.	SA	MA	UN	MD	SD
14.	Quiet children are much nicer than little chatter-boxes.	SA	MA	UN	MD	SD
15.	A child should be allowed to enter any occupation he or she wishes.	SA	MA	UN	MD	SD
16.	In the long run it is better, after all, for a child to be kept fairly close to his mother's apron strings.	SA	MA	UN	MD	SD
17.	A child should always believe what his caregiver tells him.	SA	MA	UN	MD	SD
18.	It is sometimes necessary for the caregiver to hold firm against the child's will.	SA	MA	UN	MD	SD
19.	Children should not annoy their caregivers with their unimportant problems.	SA	MA	UN	MD	SD
20.	It is wicked for a child to disobey its caregiver.	SA	MA	UN	MD	SD
21.	Children should not interrupt adult conversation.	SA	MA	UN	MD	SD
22.	Children should have as much freedom as their parents themselves.	SA	MA	UN	MD	SD
23.	Children should not be required to take orders from their caregivers.	SA	MA	UN	MD	SD
24.	Children should be allowed to choose their own religious beliefs.	SA	MA	UN	MD	SD
25.	Caregivers are not entitled to the love of their children unless they earn it.	SA	MA	UN	MD	SD

Strongly Agree - SA
Mildly Agree - MA
Uncertain - UN
Strongly Disagree - SD
Mildly Disagree - MD

26.	The best child is the one who shows lots of affection for his caregiver.	SA	MA	UN	MD	SD
27.	Children should be allowed to choose their own friends without restrictions.	SA	MA	UN	MD	SD
28.	Children should be allowed to manage their affairs with little supervision from adults.	SA	MA	UN	MD	SD
29.	Children should have the opportunity to express their opinions to their caregivers.	SA	MA	UN	MD	SD
30.	A child should stand on his own two feet as soon as possible.	SA	MA	UN	MD	SD
31.	Physical punishment is more appropriate for boys than for girls.	SA	MA	UN	MD	SD
32.	If adults give children sex information children are likely to go too far in experimenting with it.	SA	MA	UN	MD	SD
33.	A teenager should be allowed to decide most things for himself.	SA	MA	UN	MD	SD
34.	Young children should be strongly discouraged from touching their own genitals.	SA	MA	UN	MD	SD
35.	It is not a good idea for women with children to work outside the home.	SA	MA	UN	MD	SD
36.	In making decisions about daily activities, caregivers ought to take the opinions of children into account.	SA	MA	UN	MD	SD
37.	Young girls should be encouraged to play with dolls and young boys should be encouraged to play with toys like trucks, airplanes, blocks, etc.	SA	MA	UN	MD	SD

APPENDIX H

BOWN SELF-REPORT INVENTORY

NAME: _____

DATE: _____

DIRECTIONS

Please print your name and provide the other information requested on the cover of this booklet.

On pages 2 and 3, there are forty-eight statements which express various ideas, feelings, and reactions. You are asked to rate each statement in accordance with how well it expresses your own thoughts or feelings. There are no right or wrong answers. The usefulness of the instrument depends entirely on the extent to which you indicate *how you actually think or feel* rather than how you would *like* to feel or how you think you *should* feel. This inventory is being administered for research purposes, and your individual responses will be held in strict confidence.

Please record your rating of each item by placing an X in one of the boxes following each statement. There are five alternative responses indicating the extent to which the statement expresses what you actually think or feel:

The statement expresses:

A. Exactly what I think or feel *or* what I think or feel almost all the time.

B. Primarily what I think or feel *or* what I think or feel most of the time.

C. Something about which I do not particularly think or feel one way or the other *or* something I think or feel about half the time.

D. Something which is almost the opposite of what I think or feel *or* something which I think or feel very seldom.

E. Exactly what I *do not* think or feel *or* what I think or feel almost never.

Please work rapidly and use your first impression as a basis for your response. *Do not omit any item.*

	Like me A	B	C	D	Unlike me E
1. The way I get along with my friends is extremely important to me.	☐	☐	☐	☐	☐
2. I resist getting down to work and often have to drive myself to get it done.	☐	☐	☐	☐	☐
3. In their relationship with me, my parents were always basically kind, considerate and understanding.	☐	☐	☐	☐	☐
4. I really look forward to the opportunities afforded by my life's work.	☐	☐	☐	☐	☐
5. I have almost always resented people who were in a position to tell me what to do.	☐	☐	☐	☐	☐
6. I'm very comfortable and happy when I am with children.	☐	☐	☐	☐	☐
7. I don't seem to have very much basic respect for myself.	☐	☐	☐	☐	☐
8. I live in accordance with the idea that "It is better to have loved and lost than never to have loved at all."	☐	☐	☐	☐	☐
9. In the past, I have usually avoided working any harder than was necessary to get by.	☐	☐	☐	☐	☐
10. I look forward to living and working with other people as an important and influential part of their lives.	☐	☐	☐	☐	☐
11. Very often I have envied other people who have had so much more fun with their parents than I.	☐	☐	☐	☐	☐
12. Looking ahead, I feel confident that I'll be successfully engaged in what I'm really cut out to do.	☐	☐	☐	☐	☐
13. I feel uncomfortable and artificial in the presence of people who are a good deal older than I.	☐	☐	☐	☐	☐
14. It has always been easy for me to express affection toward young children.	☐	☐	☐	☐	☐
15. I feel sour and pessimistic about life in general.	☐	☐	☐	☐	☐
16. One thing I just can't stand is uncertainty.	☐	☐	☐	☐	☐
17. I used to wish very often that my parents and I could be much closer.	☐	☐	☐	☐	☐
18. I really dread the thought of settling down to a lifetime of hard, steady work and increased responsibility.	☐	☐	☐	☐	☐
19. I am able to relate to children quite easily, and this is very important to me.	☐	☐	☐	☐	☐
20. Thinking back, in a good many ways I don't think I have liked myself very well.	☐	☐	☐	☐	☐
21. One of the most important things to me about any job I hold is having a good relationship with my boss.	☐	☐	☐	☐	☐
22. The idea of death has always made me feel uneasy, helpless and a little futile.	☐	☐	☐	☐	☐
23. I like people very much.	☐	☐	☐	☐	☐
24. I have always maintained a good healthy balance between work and play.	☐	☐	☐	☐	☐

S	O	C	A	W	R	P	H	T
___	___	___	___	___	___	___	___	___

	Like me				Unlike me
	A	B	C	D	E
25. I don't think that I am the kind of person who would get much real satisfaction out of working or being with young children.	☐	☐	☐	☐	☐
26. In almost every respect, I'm very glad to be the person I am.	☐	☐	☐	☐	☐
27. My parents and I may have gotten along all right on the surface, but down deep I wonder if we even knew each other.	☐	☐	☐	☐	☐
28. While I can't prove it, I'm willing to bet that I'm going to become a more and more happy and significant person.	☐	☐	☐	☐	☐
29. I do my work just to get it over with rather than because I get real satisfaction from doing it.	☐	☐	☐	☐	☐
30. I've always been fascinated with getting to know people whether they were good, bad, or indifferent.	☐	☐	☐	☐	☐
31. I have resented very much having to do things that were expected of me.	☐	☐	☐	☐	☐
32. I feel that satisfaction and dissatisfaction, joy and suffering, life and death are all meaningful parts of a process which I may not fully understand but by which I am deeply moved.	☐	☐	☐	☐	☐
33. When I think about the kind of person that I have been in the past, it doesn't make me feel very happy or proud.	☐	☐	☐	☐	☐
34. I really enjoy getting to know people who are in positions of authority.	☐	☐	☐	☐	☐
35. I used to regard young children as a pain in the neck.	☐	☐	☐	☐	☐
36. I'm quite consistent in tackling the work I need to do rather than putting it off until the last minute.	☐	☐	☐	☐	☐
37. The fact that the people whom I love most will someday die will always seem to me to be cruel and unfair.	☐	☐	☐	☐	☐
38. People have not been as important to me as they are to most others in determining how satisfied and secure I have felt.	☐	☐	☐	☐	☐
39. I feel confident that in the really important ways, I will be a good parent.	☐	☐	☐	☐	☐
40. Doing a good job in anything that I undertake is very important to my sense of well-being.	☐	☐	☐	☐	☐
41. My parents and I have had a great deal of mutual respect, faith, and confidence in one another.	☐	☐	☐	☐	☐
42. I'd give a good deal to be very different than I am.	☐	☐	☐	☐	☐
43. I think I will always have close, rich, full relationships with a good many people.	☐	☐	☐	☐	☐
44. I suppose there will always be someone to whom I will be responsible in one way or another, but I don't expect that I will ever like it.	☐	☐	☐	☐	☐
45. I have always been very fond of younger children.	☐	☐	☐	☐	☐
46. I am very happy with the relationship I developed with my parents.	☐	☐	☐	☐	☐
47. I don't really expect that I will ever be close friends with many people my own age.	☐	☐	☐	☐	☐
48. The sheer joy of being alive has often been a compelling force in my life.	☐	☐	☐	☐	☐

APPENDIX I

CHILD DEVELOPMENT TEST

Name_____

Date_____

Directions: Please read each statement and indicate if you think it is true (T) or False (F) by circling T for true or F for false.

1. T F If children are given attention and love, they will not go go through the period known as "the terrible two's."

2. T F Children learn to speak by copying adults rather than by listening to adults.

3. T F If a 3 or 4 year old exaggerates and makes up stories, this can be a sign that her thinking ability is growing.

4. T F Children are able to play cooperatively with a group of children at about the age of 2 or 2-1/2.

5. T F The preschool child's thought is characterized by not being able to take the perspective or point of view of another person.

6. T F The preschooler often will focus on one aspect of a situation and ignore the importance of other aspects.

7. T F The major explanation of sex typing (why boys come to act like "boys" and girls come to act like "girls") is that there are biological-hormonal differences between the sexes.

8. T F Preschool children who talk to and play with imaginary, invisible friends will probably have problems playing well with other children.

9. T F All children go through the same general order of growth in their development.

10. T F An important event during the preschool years is the child's identification with the parent of the same sex.

Directions: Read each question and circle the correct answer.

1. One common way in which adults give their own values to children is by using:

   a. rational discussions with children when they are young.
   b. shame and guilt as ways to encourage "good" behavior in children.
   c. good nutrition.

2. "Role models" are

   a. people who work for fashion designers.
   b. self-reliant types of people.
   c. people that we try to imitate or be like.

3. Two basic things a child must have in order to grow are:

   a. schooling and training in manners.
   b. two groups of peers (friends).
   c. physical and emotional care.
   d. shame and guilt.

APPENDIX J

WORKSHOP EVALUATION FORM

HOME DAY CARE WORKSHOP EVALUATION

DATE: _____

1. Was today's Workshop helpful in providing you with new information?

_____	_____	_____	_____
No help at all	Not too helpful	Somewhat helpful	Very helpful

Comments: _____

_____

2. Was the Workshop interesting to you?

_____	_____	_____	_____
Not interesting at all	Not too interesting	Somewhat interesting	Very interesting

Comments: _____

_____

3. How helpful were the presentations in providing you with an opportunity for questions and discussion?

_____	_____	_____	_____
No help at all	Not too helpful	Somewhat helpful	Very helpful

Comments: _____

_____

4. How useful was today's Workshop in providing you with information that will be useful to you as a home day caregiver?

_____	_____	_____	_____
Not useful at all	Not too useful	Somewhat useful	Very useful

Comments: _____

_____

5. What did you <u>enjoy</u> (or get the most out of) this morning?

6. What did you dislike (or get the least out of) this morning?

7. Do you have any suggestions for improvements in the Workshops?

APPENDIX K

THE BUGLE

Home Day Care Mothers' Bugle

ublished BY and FOR people involved in Home Day Care, under a grant from
itle I, State Board of Higher Education Sponsored by Roosevelt University.

roject Headquarters:
he College of Education
oosevelt University

MAY 1976 Volume 1, Number 4

Who Cares? They Care!

Very back row, left to right: Dorothy Brown, Arlene Fernandez Essie Spruill, Adele Jones, Verna Lockhart.

3rd Row: K. Mooney, Lula McKinney, Alice Ellens, Josie Claxton, Charlene Taylor, Eria Saunders, Phyllis Weiland.

2nd Row: Rose Lynn Jeffe, Theresa Dade, Susan Sharpe, Kathy Kuhnle, Lula Daniel.

1st Row (Staff): Janice Colbert, Linda Johansen, Rocquelle Jeri, Marci Enos.

(Not shown: Carol Hershberg, DeeDee Hershberg, Panniet Meanes.)

HERE'S TO OUR GRADUATES -- THE CLASS OF '76!

There could be no jollier group than YOU, the participants in the first year of he Educational Services for Home Day Caregivers Project. Although you dedicated and busy omen spend your weekdays caring for America's children, you somehow found the time and nergy to attend our worksheps, study child development and other topics, evaluate new oys and books, become involved in rules and regulations concerning home day care, rite for the BUGLE and bake those delicious cakes and cookies you brought for snacks!

You allowed us to visit your homes, get to know you, talk with you about your ork and observe you going about your occupation--helping children to grow strong. hope you learned as much from us as we have learned from you. We know that children ill be more than just physically safe with you: they will benefit emotionally and ntellectually, as well. We are proud to give you the Certificate of Completion of udies. We hope we may look forward to your help and leadership next year if we are able work with a new group of home day caregivers. Good luck to you all in your chosen career.

The Staff — Janice, Linda, Marci and Rocquelle

Recipes

*** 7-UP CAKE ***

6 Eggs
2 cups Sugar
2 sticks Butter
1 stick Margarine
1/2 cup Crisco Oil
3 cups Flour
1 cup of 7-Up Soda
1 tablespoon Vanilla

Cream eggs, sugar, butter, margarine, oil and vanilla together. Then add flour. Add 7-Up last and mix well. Pre-heat oven and bake at 325° for 2 hours.

Essie Spruill

$$$$$$$$ MILLION DOLLAR PIE $$$$$$$$

1 can of Borden's Condensed Milk
1 9 oz. carton of Cool Whip
1 large can of Crushed Pineapple
1/2 cup of Chopped Nuts
2 pie crust sheels (Graham Cracker)

Drained all the juice off the crushed pineapple, than place condensed milk, Cool Whip, crushed pineapple and nuts in one large bowl. Mix all the ingredients and pur into Graham Carcker pie shells. Place in refrigerator to chill and set.

Julia Jackson

• • • CAREGIVER HONORED! • • • •

Mrs. Lula Belle McKinney received an award recently for her:

"ACTIVE AND COOPERATIVE PARTICIPATION
in the
5300 to 5500 Harrison Block Club of
Austin-West Garfield Leisure Time Association."

The award commemorated her successful work with teenagers in a 4-H Club program. Congratulations! (How nice to see that Home Day Caregivers are not only talented with young children!)

• •

LAUGH-IN

A Very Little Girl to her Mother:
"Daddy give away everything we got! He only got two things left now--that's Mama and Me!"

Eria Saunders

Games

The Button Game

Have children sit on the floor Tell one child to leave the room. Then, place one large button underneath one of the remaining children.

Call the child who left the room back in again. Ask him to point to the child who may be sitting on the button. If he does not identify the right child he sits down and another child leaves the room. The button should be moved so that the new child can try to find it. If the child guesses correctly, he gets another turn.

Adele Jones

A Guessing Game

Have the children sit in a circle, then take turns imitating different animals. The other children try to guess what the animal is that the child is imitating.

Adele Jones

SAFETY PRECAUTIONS FOR DAY CARE HOMES

- All licensed Day Caregivers must keep all wall sockets covered with a piece of furniture. (Or purchase those little devices that fit into the sockets and close them off from tiny fingers.)
- A Fire Extinguisher must be kept in the kitchen near the stove at all times.
- A large box of Baking Soda should be near the stove at all times in case of fi
- When you paint walls or furniture, use lead free paint. Don't let children pick at old paint or put paint chips into their mouths. Old, chipping paint should be scraped away and the surface repainte
- Licensed Day Care homes may only have two children under two years of age in day care, so that in case of an emergency, the caregiver would not have more non-walking children or infants than she could tuck under each arm and carry out. When a day Care child becomes 6 years old, another child can be added to the group.

Lula B. McKinney

LET'S KEEP BLOWING:

The Day Care Mothers' Bugle is arousing the interest of the communities, so let us not stop feeding information into the different avenues on quality child care.

Children are our number one priority and we want everyone to share this good feeling with us.

Our Bugle has been circulated in stores, restaurants, homes, and even schools.

One Child Development class saw one and read it and it was Xeroxed so that each student received a copy.

We are glad that we say something that you want to hear, hopefully, we will continue to bring food for thought.

This summer we will be giving the children in our care a fun-filled summer out of doors into the parks and on sight-seeing tours. We will have much of our experience to share with you during your summer vacation.

The Licensed Day Care Home is the place for your child if you want "Quality Day Care".

This is where the The University of Chicago is looking for children fortheir Lab school.

This is the place where Head Start is glad to receive students from because they have a head start already.

This is the place where parents can leave their children and go to work and be able to give a good happy day knowing that their child is happy and getting proper care.

This is the place where the young six week old baby can get the same care that it's mother gives at this age.

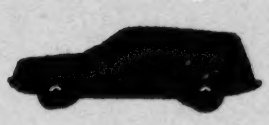
This is also the place for the twelve year old girl who should not go into the apartment alone before and adult is there.

There is no place like home except the Licensed Day Care Home.

Let us stop crime at an early age by giving the child some of his desires.

Lula Belle McKinney

Action Songs for Kids



WHEELS ON THE BUS

The wheels on the bus go round and round, round, and round,
The wheels on the bus go round and round, all through the town.

The doors on the bus go open and shut, etc.

The driver on the bus says step right up, etc.

The money in the bus goes clink, clink, clink, etc.

The driver on the bus says move on back, etc.

The people on the bus get on and off, etc.

The babies on the bus go waa, waa, waa, etc.

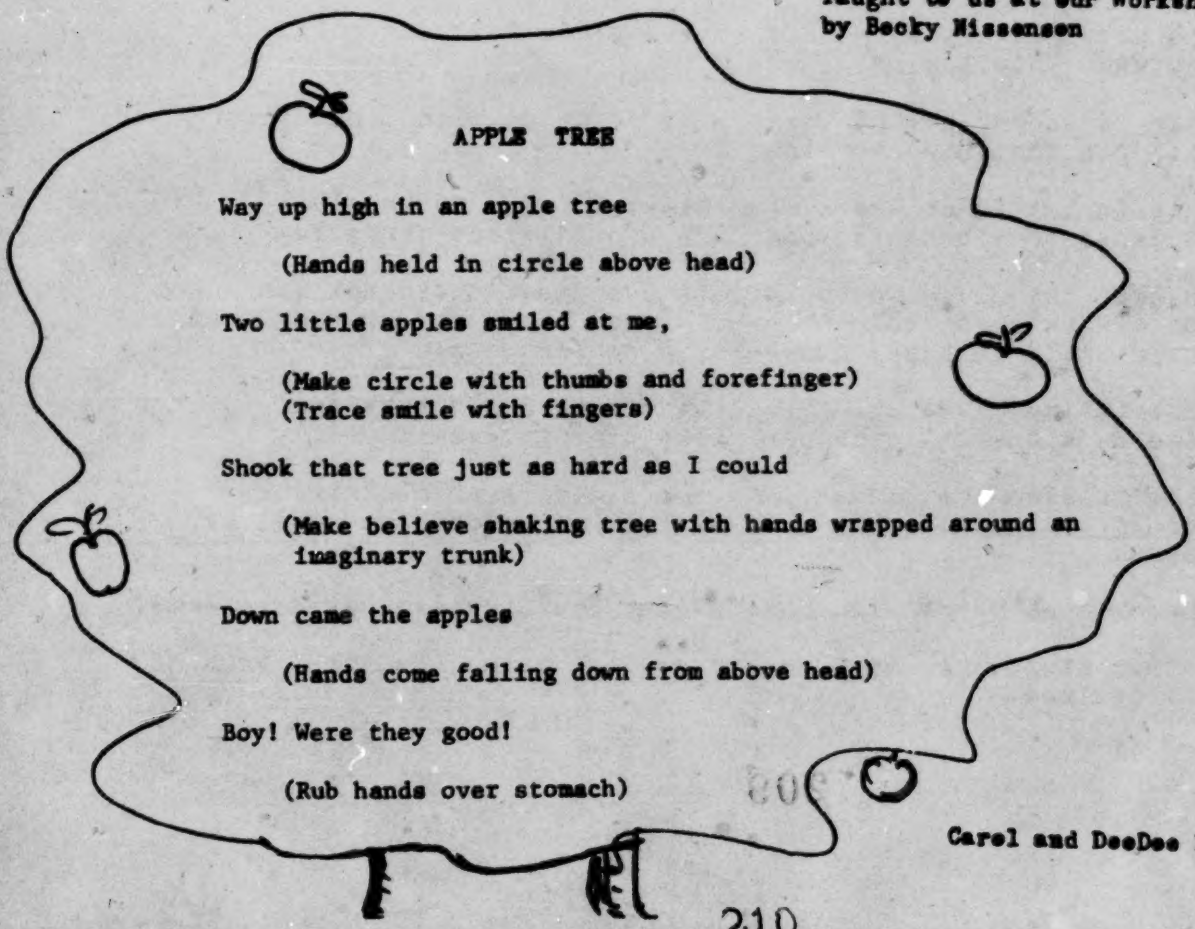
The mommies on the bus say, "Stop that crying," etc.

The horn on the bus goes beep beep, beep,

The wipers on the bus go swish, swish, swish,

And the wheels on the bus go round and round etc.

Taught to us at our Workshop
by Becky Nissensen



APPLE TREE

Way up high in an apple tree

(Hands held in circle above head)

Two little apples smiled at me,

(Make circle with thumbs and forefinger)
(Trace smile with fingers)

Shook that tree just as hard as I could

(Make believe shaking tree with hands wrapped around an imaginary trunk)

Down came the apples

(Hands come falling down from above head)

Boy! Were they good!

(Rub hands over stomach)

Carol and DeeDee Hershberg

Some Kind Words

** AN OPEN LETTER **

This CHILD DEVELOPMENT WORKSHOP has been so much help to me until I would like to see it continued. I have been working with children for quite some time and have done fine as far as taking care of them is concerned, but a lot of things I have had to learn by doing--I didn't know why these things happened or the definition for what was happening.

After being involved in this Workshop under good instructors, I am better prepared to talk about Child Care more intelligently. We have learned about Child Care from the beginning and how it is done in different countries. We found out that it is important regardless of where it exists.

The time went so fast that we touched on only a few of the topics that were very important to us. Since we care for these children in our homes for long hours a day, it is important that we know more than we do. We need to know more about Childrens' Art, Emotional Problems, Nutrition and Social Adjustment.

I hope that this Workshop can continue until all of the Day Caregivers can receive full knowledge about Child Care. With better understanding, we will have less child abuse, less juvenile cases, better students in schools and less crime. The better our Day Care Homes, the better schools we will have. We can take a child as early as its sixth week of life. Many more mothers and children would have to be supported by the City or State if Day Care Homes did not relieve the burden by allowing the mother to work, so I think we should receive some type of support in order to give better care to the children.

We are independent, therefore, we receive no funds except for the fees the parents pay us. This varies because how much we charge depends upon the location in the city and the situation of the parent or parents. In many cases, we cannot or do not charge as much as we should. After we buy the food to feed the children and other necessities, there is not much left with which to buy toys, books and other teaching aids that we need.

I personally wish to thank those who made it possible for this Workshop to exist and I am happy that my name was chosen to participate in it. The money that was granted to me through my participation in this Workshop, though not a large sum, will be very helpful since it will be spent on some of the teaching aids that I have looked at and wished for.

I hope that through some efforts these thoughts will be taken under consideration. I thank you again and I hope that this Workshop can continue by some means.

Lula Belle McKinney

Editor's Note: Mrs. McKinney sent us this letter beautifully typed. We re-typed it only because it had been typed on a sheet too long to fit. Thank you, Mrs. McKinney, for your marvelous support.

We may have good news for you. At this time, it seems very certain that we will be able to continue next year!

More Kind Words...

I am grateful to Merci Enos and Janice Colbert for initiating this wonderful program for the Home Day Caregivers! They brought us out in the open and helped us express ourselves and truly realize how important the pre-school training is. It was invigorating and I enjoyed the fellowship with other Day Caregivers.

Adele Jones

Editor's Note: Thank you, Mrs. Jones, but we couldn't have done it without You and all the Caregivers!

M and J

ARTS & CRAFT IDEAS

Theresa Dade

PAPER WEAVING:

1. Use colored construction paper
2. Cut paper into thin 1/2" strips
3. Cut one basic background square with a 2" border at top and cut strips length wise with remaining paper.
4. Take single strip of colored paper and weave in and out of background square.

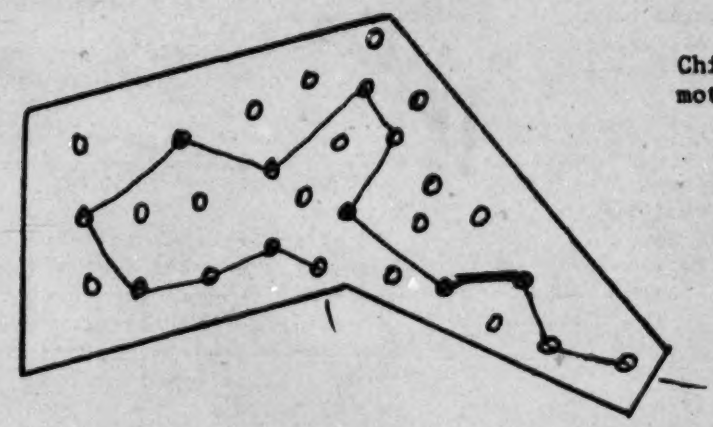
Sample:

Child learns color discrimination & develops fine motor skills

YARN LACING:

1. Cut form (square, triangle, etc.) of colored construction paper.
2. Cut a piece of yard desired length
3. Using a hole puncher, randomly make hole in paper
4. Child can make designs by lacing yard through various holes

Sample:



Child develops fine motor skills

MEANWHILE, UPSTAIRS IN THE GYM. . .

Kay, Steve and Jeff play and snack with David Debra Dierdre Annette Ted Aron and Mia!

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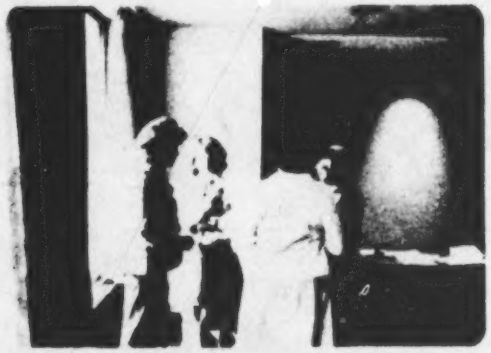
Photographers: Phyllis Weiland and Janice Colbert

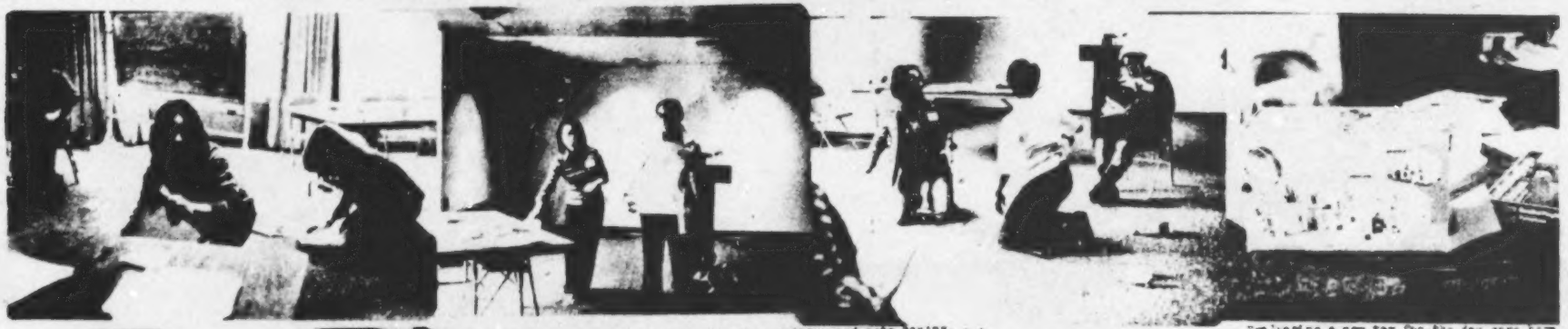
ALL KINDS OF THINGS GO ON AT THE WORKSHOPS. . . .

Photographer: Phyllis Weiland



Taking a break. . .

Role-playing so that we can see our children's point of view . . .



Some thinking, talking and note taking. . .

Evaluating a new toy for the day care room

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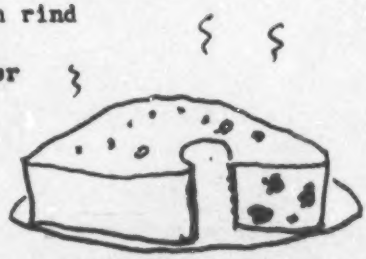
Thought you didn't like prunes, eh? Well, try this recipe given to us by Verna Lockhart.

** PRUNE SOUR CREAM COFFEE CAKE **

1 1/2 cups Sunsweet Prunes
1 teaspoon grated lemon rind
2 cups sifted flour
1 teaspoon baking powder
1 teaspoon baking soda
1/2 teaspoon salt
1 cup soft butter



1 cup granulated sugar
2 eggs
1 cup sour cream
1 teaspoon vanilla extract
1/2 cup light brown sugar, firmly packed
1 tablespoon cinnamon
1/2 cup chopped walnuts

TO MAKE:

Pour boiling water over prunes. Let stand 15 minutes. Drain, pit and dice prunes. Add lemon rind, set aside. Grease and flour a 9-inch tube pan.

Sift together: flour, baking powder, baking soda, salt; remove half a cup of the flour mixture and toss with the prunes. Cream butter and sugar until fluffy. Beat in eggs one at a time. Slowly beat in flour mixture, alternately with sour cream and vanilla, beginning and ending with flour. Fold in prunes. Combine brown sugar, cinnamon and nuts.

To BAKE: Turn 1/3 of batter into pan. Sprinkle with 1/3 brown sugar mixture. Repeat layering twice. Bake at 350° F. for 55 minutes or until done. Cool in pan on rack 10 minutes. Remove from pan.

It's Yummy!

1976 Technical Assistance Sharing Conference: "Ways and Means"

When: June 18 & 19, 1976 - Chicago, Illinois

Where: (Conference Site and Lodging at The Midland Hotel, 172 West Adams, downtown Chicago)

What: "PROFIT OR NON-PROFIT ---- ------ WHICH IS BEST FOR YOU?"

Who: The Day Care & ChildDevelopment Council of America, Inc. (DCCDCA) invites all caregivers and administrators, with a special invitation to owner-operators of small proprietary centers and to family day care home providers, to come together in Chicago this June for the purpose of sharing technical and practical expertise relative to such issues as corporate structure, laws, taxes, insurance, finances, resources, system-building, and organizing for effective advocacy.

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Registration fee for Day Care Givers $10.00

For more information contact MS. JAN HARTLEY, 201 N. Wells, Chicago, Phone - 332-1721.

MORE SONGS FOR KIDS - We learned these at the Arts, Crafts and Music Workshop with Penny Levin, Leslie Marcovitz and Becky Nissenson

THE NOBLE DUKE OF YORK

The Noble Duke of York,

He had ten thousand men,

He marched them up to the top of the hill and

Marched them down again.

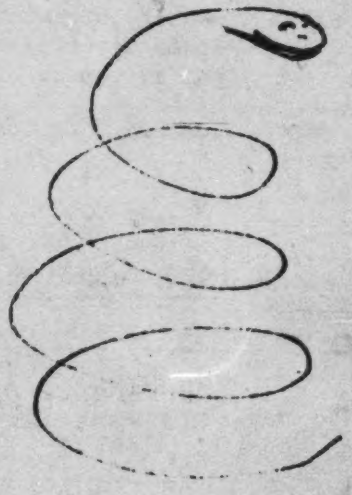
OOOH, when you're up, you're up. (Have kids stand up.)

AAND, when you're down, you're down. (Have kids steep down.)

AAND, when you're only half way up, (Have kids in halfway position.)

You're neither up nor down! (The fun is to have kids go up, then down fast.)

THE BOA CONSTRICTOR SONG



I'm being swallowed by a Boa Constrictor!
I'm being swallowed by a Boa Constrictor,
I'm being swallowed by a Boa Constrictor,
And I don't like it very much!

Oh no! (Echo) Oh, no,
He swallowed my toe; he swallowed my toe!

Oh, gee! Oh, gee,
He's up to my knee; he's up to my knee!

Oh, fiddle! Oh, fiddle,
He's reached my middle; he's reached my middle!

Oh, heck!' Oh, heck,
He's up to my neck; he's up to my neck!

Oh dread! Oh, dread,
He's swallowed my....gulp!

(This gets plenty of laughs from the pre-school set. Thanks to Becky Nissenson for the demonstration and the words.)

A Helpful Hint

Baby oil is effective in removing crayon marks from chairs, floors, etc.

sent by Arlene Fernandez

I HAVE A DREAM

This phrase taken from an oration of Dr. Martin Luther King Jr., is appropriate for the appraisal of many subjects. My involvement with the Roosevelt University Home Day Care Program is the realization of a dream.

I found it to be a meaningful and worthwhile learning experience. This opportunity I had to meet other day care mothers and exchange ideas, gain knowledge from the workshop lectures and the toy and book library must not cease.

This type of program is very beneficial to day care mothers and the communities they serve. Our ultimate objective is the development of our children, physically, mentally, emotionally and socially which will better equip them to function well in the world in which they must live.

A special and personal thanks to Marci Enos, Janice Colbert, Linda Johansen and Rocquelle Jeri for without them the program may not have been successful.

Love always,

Theresa Dade
Day Care Mother

Exhibits:

The Museum of Science and Industry, 57th & Lake Shore Drive; Free; Daily 9:30 - 5:30. New Exhibit: The Story of the Veterinarian.

Field Museum of Natural History, Roosevelt & Lake Shore Drive. Daily 9 - 6; Fri 9 - 9. $1.00. Children, students, senior citizens: 35 cents. Friday Free. Environmental Films: Fri - Sun, 11 AM and 1 PM.

Adler Planetarium, 1300 S. Lake Shore Drive, Daily 9:30-4:30; Friday til 9 PM. Free. America's Journey to the Stars, sky show. Children $.50; Adults $1.50.

Shedd Aquarium, 1200 S. Lake Shore Drive. Daily 9-5; Fri 9-9. $1; Childre, 35¢. Friday, free.

Entertainment:

Puppet Place, 2156 N. Halsted. Sat & Sun at 1:00: The Fisherman and His Wife. (til June 26th).

The Adventures of Captain Marbles and His Acting Squad. St. Nicholas Theater, 2851 N. Halsted. Musical. Sat. and Sun. at 2 PM, thru July. $2.00.

The Real Sleeping Beauty. Jack & Jill Players, 540 Lake Shore. Suite 312. Sat at 4, Sun. at 3 PM, through May. 50¢

Winnie the Pooh. Drury Lane Theater, 2500 W. 94th., Evergreen Park. Sun. 12:30. $1.50.

The Great Quillow. Body Politic, 2261 Lincoln. Sun. 1 PM to June 15. $1.00.

Hop, Skip, Run & Dance. Chicago Contemporary Dance Theater, 2261 Lincoln. Sun. 3 PM, through May. Children $1.50.

And don't forget the Zoo!

OSS

An Invitation To Chicago Area Home Day Caregivers . . .

We are pleased to announce that it is very likely that the College of Education, Roosevelt University will be able to sponsor another year of the Educational Services for Home Day Caregivers Project, thanks to a commitment for continuance of funding from the State of Illinois, Board of Higher Education, Title I.

We invite all home day caregivers to contact us if interested. It does not matter whether you are presently licensed. We will help you get the licensing information you need. The participants in the project would:

1. Meet with other home day caregivers to exchange ideas and information.
2. Attend a series of Saturday morning workshops on child care and child development, arts and crafts, pre-school educational activities, parent relations, health and other topics.
3. Participate in the publication of our newsletter, the BUGLE.
4. Get to meet and exchange ideas with our home day care Graduates from the first year of project operation, who will be involved as volunteer leaders.
5. Have an opportunity to earn a small fee as day care consultants.

What we ask in return is that you permit us to get to know you, to visit your home while you work with the children and that you attend our lively workshop sessions. The Project will begin this summer with the workshops starting in the fall.

INTERESTED? If you are, call us at the number below or fill out the tear-off portion of this sheet and mail it to:

THE HOME DAY CARE PROJECT
c/o Janice Colbert
Roosevelt University, Rm. 380
430 S. Michigan Avenue
Chicago, Ill. 60605

Telephone: 341-3868

NAME _____

Address _____

City _____ Zip Code _____ Phone _____

Are you presently licensed? _____ No _____ Have applied for license _____

Are you currently providing home day care? _____ Need help getting license _____

How many children do you care for? _____

Would you need babysitting for your own children in order to attend on Saturday? _____

If yes, how many children? _____ Ages of children _____
(No infants can be cared for)